

DOCUMENT RESUME

ED 438 472

CE 079 804

TITLE Adult Education Program Courses Standards. Adult General Education, July 1998.

INSTITUTION Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.

REPORT NO AD-002-BK-98

PUB DATE 1998-07-00

NOTE 153p.

AVAILABLE FROM Florida Department of Education, Division of Workforce Development, Bureau of Program Management and Development, 325 West Gaines Street, Room 644, Tallahassee, FL 32399-0400. Tel: 800-342-9271 (Toll Free); Web site: <http://www.firm.edu/doc>.

PUB TYPE Legal/Legislative/Regulatory Materials (090)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Adult Basic Education; Adult Development; *Adult Literacy; Adult Students; Citizenship Education; Disabilities; Employment Potential; English (Second Language); *Guidelines; High School Equivalency Programs; Job Skills; *Literacy Education; *State Standards

IDENTIFIERS *Florida

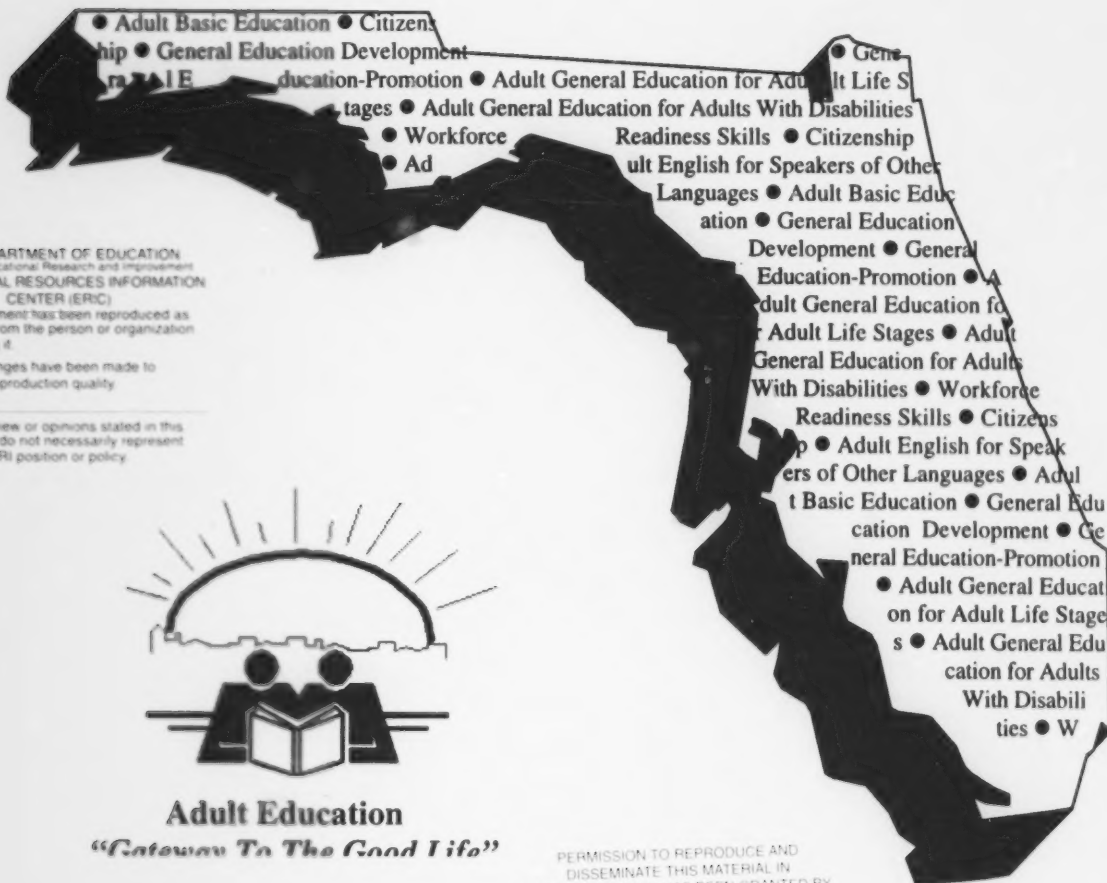
ABSTRACT

This document contains the 1998 Florida adult education program courses standards (curriculum frameworks and student performance standards) for major adult and literacy programs, as well as programs for workplace readiness skills, and special programs for the diverse population served in this area. Each program courses standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: purpose, program structure, special note, and intended outcomes. Student performance standards are listed for each intended outcome, and are intended to correspond to competency-based adult education. Program and course standards are based upon competencies required for entry, advancement, and upgrading in basic skills in the following adult education program areas: (1) adult basic education; (2) general education-promotion; (3) general education development preparation; (4) adult life stages; (5) English for limited-English-proficient adults; (6) workplace readiness skills; (7) citizenship; (8) adults with disabilities; and (9) system for applied individual learning. (KC)

ADULT EDUCATION PROGRAM COURSES STANDARDS

July 1998

Adult General Education



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Adult Education

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**ADULT GENERAL EDUCATION
PROGRAM COURSES STANDARDS**

JULY 1998

FLORIDA DEPARTMENT OF EDUCATION

Division of Workforce Development

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AD 002 BK 98

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FORWARD

Section 239.105 of Florida Statute defines Adult General Education as a comprehensive program for adult basic education, adult secondary education, general educational development test instruction, and vocational-preparatory instruction. It is designed for an adult student who is beyond the compulsory school age and who has legally left the elementary or secondary school or a high school student who is taking an adult course required for high school graduation.

1. Adult basic education-courses at or below a fifth grade educational level in the language arts, including English for speakers of other languages, mathematics, natural and social sciences, consumer education, and other courses that enable an adult to attain basic or functional literacy.
2. Adult secondary education -courses through which a person receives high school credit that leads to the award of a high school diploma or courses of instruction through which a student prepares to take the general education development test. This includes grade levels 9.0 through 12.9.
3. Vocational/College-preparatory education-courses through which a student may obtain remediation in communication and computation skills necessary to enroll in college credit instruction or vocational training.

This document contains adult education program courses standards (curriculum frameworks and student performance standards) for major adult and literacy programs, as well as, programs for workplace readiness skills and special programs for the diverse population served in this area. Adult education program courses standards are established pursuant to Section 239.205 and Section 239.305, Florida Statutes, for school districts and community colleges. State Board of Education, Rule 6A-6.013, FAC, Curriculum of Adult General Education, provides the basis for the development and dissemination of this document.

Each program courses standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: purpose, program structure, special note and intended outcomes. Student performance standards are listed for each intended outcome.

The standards do not prescribe how instruction should be delivered since decisions relative to the delivery of instruction must be made by school districts and community colleges within the context of local conditions. The Division of Workforce Development, Florida Department of Education, supports the belief that competence-based adult education is the most effective means of providing programs and courses that conform to these established standards.

Program and course standards are based upon competencies required for entry, advancement, and upgrading in basic skills in the adult education program areas of adult basic education, general education-promotion, general education development preparation, adult life stages, English for limited English proficient adults, workplace readiness skills, citizenship and adults with disabilities.

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INTRODUCTION

ADULT EDUCATION

Nationwide literacy is forcing changes in educational programs and priorities for the direction of adult education in this country. More than 20 percent of adults read at or below a fifth-grade level--far below the level needed to obtain employment and earn a living. It is essential that as they prepare for the 21st century and compete in the workforce of the future that all citizens have the necessary competencies required and be functionally literate. Most of these opportunities will be provided through adult education and closely related programs.

More than 1.7 million Florida adults have reading skills below the 8th grade level: 2.3 million or 26% have not completed high school. Florida's problem with illiteracy and its need for adult education is worse than many other states. It is estimated that 5,000 adults lacking basic communication skills will migrate to Florida each month. Among these are migrants, immigrants, refugees, dropouts and poverty-stricken families. The dropout rate is one of the highest in the nation. Estimates are that over 41 % of students quit before high school graduation. Many of those who do graduate cannot read their own diplomas. Clearly these citizens of Florida will benefit from adult education programs and the courses that have been developed in these frameworks.

The development of the Adult Education Curriculum Frameworks and Program Standards provides the State of Florida with a minimal set of standards to be used by all institutions delivering adult education. State required frameworks provide consistency, accountability, programmatic quality, and integrity. The frameworks provide students who transfer from school to school or county to county with a continuum of services. The adult education framework provides the instructor with the minimal skills required to obtain basic competencies while also providing basic workforce readiness skills, computer literacy, and study, reference and test taking skills. The curriculum framework reflects students' needs for academic, as well as workforce knowledge. The integration of related skills with academia is necessary as students enter the new millennium.

The frameworks, where appropriate, incorporate necessary skills required of SCANS competencies and Goal 3 of the Student Standards of the Florida System of School Improvement and Accountability. In addition, the program is correlated to the achievement levels of the Sunshine State Standards.

There is no prescribed instructional method with these frameworks, but it is recommended that adult education performance based instruction incorporate applied academics, pure academics and workforce skills to ensure that the program includes a variety of instructional strategies. These strategies may include individualized instruction, cooperative learning, competency-based instruction, and computer assisted instruction.

The program of Adult Education is organized around, but not limited to, the courses of adult basic education, general education promotion (adult high school), adult life stages, English for limited English proficient adults, workplace readiness skills, citizenship, and adults with disabilities.

July 1998

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Adult Basic Education
Program Type: Adult Education
Program Number: 9900000
CIP Number: 1532.010200
Grade Level: 30, 31
Certification: Any Academic

Course Title: Mathematics
Course Number: 9900001
Course Title: Reading
Course Number: 9900002
Course Title: Language
Course Number: 9900003

- I. **PURPOSE:** The purpose of this program is to provide basic literacy and life skills for adults who are performing at or below the eighth grade level (0.0 - 8.9). The content develops basic literacy in all areas of knowledge.
- II. **PROGRAM STRUCTURE:** Adult Basic Education involves non-credit courses designed to develop literacy skills necessary for successful employment and citizenship. Adult Basic Education prepares students to enroll in GED preparation or adult high school courses. This program is divided into Literacy Completion Points (LCPs). Progress through levels (LCPs) may be measured by approved standardized tests or documentation of mastery of competencies.
- III. **SPECIAL NOTE:** It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons which integrate skills from several Intended Outcomes or Performance Standards (Benchmarks or Standards).

All activities are developed to be done either individually or in groups.

Computer skills are not required, as access to computer technology is not provided to every student. The computer sections are optional and will not be necessary to earn Literacy Completion Points (LCPs).

The Intended Outcomes and Performance Standards have been developed to facilitate documentation of learning gains. Several skills are repeated at multiple levels (LCPs). This is purposeful since: (1) mastery of certain skills is judged to require more time than is available in one level; (2) the quality of performance expected on certain skills increases with progression through the levels, so that the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9) but should occur at both levels; and (3) instruction for skills of critical importance must be offered any student needing to learn that skill, even students entering at the intermediate or functional levels.

The standard length for each LCP is recommended as the following:

Mathematics, Reading, Language

<u>LCP</u>	<u>Function Level (Grade)</u>	<u>Hours Recommended</u>
A	0.0-1.9	450
B	2.0-3.9	450
C	4.0-5.9	300
D	6.0-8.9	300

- IV. INTENDED OUTCOMES: After successfully completing this program the student will be able to:

Mathematics 9900001 CIP 32.0102000

<u>Literacy Completion Point</u>	<u>LCP-A</u>	<u>Mathematics 0.0-1.9</u>
01.0	Demonstrate	pre-computational skills.
02.0	Demonstrate	partial understanding of number sense, concepts and operations.
03.0	Demonstrate	awareness of numerals.
04.0	Demonstrate	reasonable proficiency computing addition and subtraction problems.
05.0	Demonstrate	estimation skills.
06.0	Display	understanding of number theory.
07.0	Demonstrate	proficiency in measuring quantities and solving problems.
08.0	Demonstrate	beginning proficiency in comparing, contrasting, and converting within systems of U.S. measurement.
09.0	Demonstrate	an understanding of how to estimate measurements.
10.0	Demonstrate	proficiency in the ability to select and use measurement instruments.
11.0	Identify	two- and three-dimensional shapes.
12.0	Demonstrate	proficiency in describing, analyzing, and generalizing patterns, relations, and functions.
13.0	Demonstrate	proficiency in using expressions, equations, graphs and formulas.
14.0	Demonstrate	ability to solve money problems.
15.0	Demonstrate	ability to use measurement skills in real-life situations.

<u>Literacy Completion Point</u>	<u>LCP-B</u>	<u>Mathematics 2.0-3.9</u>
16.0	Demonstrate	pre-computational skills.
17.0	Demonstrate	awareness of ways numbers are represented and used in the real world.
18.0	Demonstrate	awareness of ways whole numbers are represented and used in the real world.
19.0	Demonstrate	awareness of computing addition and subtraction problems.
20.0	Demonstrate	estimation skills.
21.0	Display	understanding of number theory.
22.0	Demonstrate	beginning proficiency in comparing, contrasting, and converting within systems of measurement.
23.0	Estimate	measurements.
24.0	Demonstrate	proficiency in the ability to select and use measurement instruments.
25.0	Demonstrate	proficiency in interpreting data.
26.0	Demonstrate	some proficiency in describing, analyzing, and generalizing patterns, relations, and functions.

- 27.0 Demonstrate some proficiency in using expressions, equations, graphs and formulas.
- 28.0 Identify and describe two- and three-dimensional shapes.
- 29.0 Demonstrate some proficiency in visualizing and illustrating ways in which shapes can be combined, subdivided, and changed.
- 30.0 Demonstrate ability to solve money problems.
- 31.0 Demonstrate ability to use measurement skills in real-life situations.

Literacy Completion Point

LCP-C

Mathematics 4.0-5.9

- 32.0 Demonstrate awareness of ways numbers are represented and used in the real world.
- 33.0 Demonstrate awareness of ways whole numbers are represented and used in the real world.
- 34.0 Demonstrate awareness of ways common fractions are represented and used in the real world.
- 35.0 Demonstrate ability to add whole numbers to solve real-world problems using appropriate methods of computing, such as manipulative, mental mathematics, paper and pencil, or calculator.
- 36.0 Demonstrate ability to subtract whole numbers to solve real-world problems using appropriate methods of computing such as manipulative, mental mathematics, paper and pencil, or calculator.
- 37.0 Demonstrate an understanding of the concepts of multiplication and division.
- 38.0 Demonstrate ability to multiply whole numbers to solve real-world problems using appropriate methods of computing such as manipulative, mental mathematics, paper and pencil, or calculator.
- 39.0 Demonstrate ability to divide whole numbers to solve real-world problems using appropriate methods of computing such as manipulative, mental mathematics, paper and pencil, or calculator.
- 40.0 Demonstrate ability to understand and compute fractions.
- 41.0 Demonstrate estimation skills.
- 42.0 Display an understanding of number theory.
- 43.0 Demonstrate proficiency in measuring quantities and solving problems.
- 44.0 Demonstrate some proficiency in comparing, contrasting, and converting within systems of measurement.
- 45.0 Demonstrate an understanding on how to estimate measurements.
- 46.0 Demonstrate proficiency in the ability to select and use measurement instruments.
- 47.0 Describe, draw, and identify two- and three-dimensional shapes.
- 48.0 Demonstrate the ability to visualize and illustrate ways in which shapes can be combined, subdivided, and changed.
- 49.0 Demonstrate proficiency in ability to locate objects.
- 50.0 Demonstrate proficiency in describing, analyzing, and generalizing patterns, relations, and functions.

- 51.0 Demonstrate some proficiency in using expressions, equations, graphs and formulas.
- 52.0 Demonstrate proficiency in interpreting data.
- 53.0 Demonstrate proficiency in calculating differences.
- 54.0 Demonstrate proficiency in calculating increase.
- 55.0 Demonstrate ability to understand and compute arithmetic operations using information contained in printed materials.
- 56.0 Demonstrate proficiency in interpreting measurements to solve problems.
- 57.0 Demonstrate proficiency in using weights.
- 58.0 Demonstrate proficiency in using money.
- 59.0 Demonstrate proficiency in applying principles of comparison shopping.
- 60.0 Demonstrate proficiency in applying principles of budgeting in the management of money.
- 61.0 Demonstrate proficiency in using banking and financial services in the community or in identifying resources to assist with the use of these services.
- 62.0 Demonstrate an understanding that objects can be described, classified, and compared by their composition and their physical properties.
- 63.0 Identify various ways in which substances differ.
- 64.0 Demonstrate an understanding that the weight of an object always equals the sum of its parts.
- 65.0 Demonstrate proficiency in recognizing that the same material can exist in different shapes and can change from one shape to another.
- 66.0 Demonstrate proficiency in using scientific processes and habits of mind to solve problems.
- 67.0 Demonstrate proficiency in understanding that science, technology and society are interwoven and interdependent.

Literacy Completion Point

LCP-D

Mathematics 6.0-8.9

- 68.0 Demonstrate awareness of ways integers are represented and used in the real world.
- 69.0 Demonstrate awareness of ways fractions are represented and used in the real world.
- 70.0 Demonstrate awareness of ways decimals are represented and used in the real world.
- 71.0 Demonstrate awareness of ways percents are represented and used in the real world.
- 72.0 Demonstrate ways ratios and proportions are represented and used in the real world.
- 73.0 Demonstrate an understanding of estimation strategies.
- 74.0 Understand concepts of prime, composite, factor, and multiple.
- 75.0 Demonstrate awareness of ways numbers are represented and used in the real world.
- 76.0 Demonstrate ability to understand and compute fractions to solve real-world problems using appropriate methods of computing such as manipulative, mental mathematics, paper and pencil, or calculator.

- 77.0 Demonstrate ability to understand and compute decimals to solve real-world problems using appropriate methods of computing such as manipulative, mental mathematics, paper and pencil, or calculator.
- 78.0 Demonstrate ability to understand and compute percentages to solve real-world problems using appropriate methods of computing such as manipulative, mental mathematics, paper and pencil, or calculator.
- 79.0 Demonstrate estimation skills.
- 80.0 Display understanding of number theory.
- 81.0 Demonstrate mastery of measuring quantities and solving problems.
- 82.0 Demonstrate proficiency in comparing, contrasting, and converting within systems of measurement.
- 83.0 Estimate measurements.
- 84.0 Demonstrate the ability to select and use measurement instruments.
- 85.0 Describe, draw, identify, and analyze two and three-dimensional shapes.
- 86.0 Demonstrate the ability to visualize and illustrate ways in which shapes can be combined, subdivided, and changed.
- 87.0 Demonstrate proficiency in ability to locate objects.
- 88.0 Demonstrate proficiency in describing, analyzing, and generalizing patterns, relationships, and functions.
- 89.0 Demonstrate some proficiency in using expressions, equations, graphs and formulas.
- 90.0 Demonstrate proficiency in interpreting data.
- 91.0 Demonstrate proficiency in calculating percent.
- 92.0 Demonstrate proficiency in interpreting measurements to solve problems.
- 93.0 Demonstrate proficiency in using weights.
- 94.0 Demonstrate proficiency in using money.
- 95.0 Demonstrate proficiency in applying principles of comparison shopping.
- 96.0 Demonstrate proficiency in using banking and financial services in the community or identify resources to assist with the use of these services.
- 97.0 Identify various ways in which substances differ.
- 98.0 Demonstrate an understanding of the difference between weight and mass.
- 99.0 Recognize the movement of atoms.
- 100.0 Demonstrate the difference between a physical change in a substance and chemical.
- 101.0 Demonstrate proficiency in using the scientific processes and habits of mind to solve problems.
- 102.0 Demonstrate proficiency in understanding that science, technology, and society are interwoven and interdependent.

<u>Reading</u>	900002	CIP	<u>1532.0102000</u>
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Literacy Completion Point

LCP-A

Reading 0.0-1.9

- 01.0 Demonstrate mastery of prerequisite skills to reading.

- 02.0 Demonstrate the ability to recognize sounds and their association with letters.
- 03.0 Demonstrate knowledge of basic vocabulary.
- 04.0 Demonstrate literal comprehension skills.
- 05.0 Demonstrate evaluative comprehension skills.
- 06.0 Demonstrate understanding of word/medium choice in affecting language.
- 07.0 Demonstrate critical awareness of literacy forms.

Literacy Completion Point	LCP-B	Reading 2.0-3.9
08.0	Demonstrate the ability to recognize sounds and their association with letters.	
09.0	Demonstrate knowledge of basic vocabulary.	
10.0	Demonstrate literal comprehension skills.	
11.0	Demonstrate inferential comprehension skills.	
12.0	Demonstrate an understanding of word and medium choices in affecting thinking.	
13.0	Demonstrate an understanding of the common features of a variety of literary forms.	
14.0	Demonstrate basic understanding of phonics/structural analysis as tools for reading.	

Literacy Completion Point	LCP-C	Reading 4.0-5.9
15.0	Demonstrate knowledge of basic vocabulary.	
16.0	Demonstrate literal comprehension skills.	
17.0	Demonstrate inferential comprehension skills.	
18.0	Demonstrate evaluative comprehension skills.	
19.0	Demonstrate an understanding of how word and medium affect language.	
20.0	Demonstrate proficiency in understanding historical chronology and perspective in diverse texts.	
21.0	Demonstrate proficiency in understanding the world in spatial terms.	
22.0	Demonstrate an understanding of historical information.	
23.0	Recognize common features of a variety of literary forms.	
24.0	Respond critically to fiction, poetry, and drama.	

Literacy Completion Point	LCP-D	Reading 6.0-8.9
25.0	Associate patterns and functions of language.	
26.0	Demonstrate knowledge of basic vocabulary.	
27.0	Demonstrate literal comprehension skills.	
28.0	Demonstrate inferential comprehension skills.	
29.0	Demonstrate evaluative comprehension skills.	
30.0	Demonstrate an understanding of word and medium choices affecting meaning.	
31.0	Demonstrate some proficiency in understanding and interpreting historical chronology and historical perspective.	
32.0	Demonstrate ability to understand the world in spatial terms.	
33.0	Demonstrate an understanding of historical and geographical information found in texts.	
34.0	Demonstrate proficiency in using the scientific processes and habits of mind to solve problems.	
35.0	Demonstrate an understanding of the distinctive features in literary forms.	
36.0	Respond critically to fiction, poetry, and drama.	

Literacy Completion Point**LCP-A****Language 0.0-1.9**

- 01.0 Demonstrate beginning knowledge of the process of writing.
- 02.0 Apply the rules of capitalization.
- 03.0 Apply the rules of punctuation.
- 04.0 Demonstrate control of some structural and grammatical concepts and rules.
- 05.0 Demonstrate organizing information into logical groupings and orders.
- 06.0 Demonstrate understanding of writing as communication.
- 07.0 Demonstrate speaking skills.
- 08.0 Demonstrate ability to understand computers.

Literacy Completion Point**LCP-B****Language 2.0-3.9**

- 09.0 Demonstrate beginning knowledge of the conventions of standard written English.
- 10.0 Apply the rules of capitalization.
- 11.0 Apply the rules of punctuation.
- 12.0 Demonstrate control of some structural and grammatical concepts and rules.
- 13.0 Organize information into logical groupings and orders.
- 14.0 Demonstrate an understanding and purpose of writing.
- 15.0 Demonstrate speaking skills.
- 16.0 Demonstrate ability to use basic computer operations.

Literacy Completion Point**LCP-C****Language 4.0-5.9**

- 17.0 Apply rules of punctuation.
- 18.0 Apply rules of capitalization.
- 19.0 Demonstrate competency in spelling.
- 20.0 Observe conventions of editing.
- 21.0 Apply structural and grammatical rules of writing.
- 22.0 Communicate ideas and information through the writing process.
- 23.0 Make a connection between reading and the writing process.
- 24.0 Demonstrate speaking skills.
- 25.0 Perform computer activities.

Literacy Completion Point**LCP-D****Language 4.00-5.9**

- 26.0 Demonstrate an understanding of structural and grammatical rules of writing.
- 27.0 Demonstrate an understanding of the function of the parts of speech.
- 28.0 Communicate ideas and information in writing.
- 29.0 Demonstrate appropriate speaking skills.
- 30.0 Demonstrate competency of the computer to enhance personal learning and experiences.

MATHEMATICS LCP-A

Level 0.0-1.9

(BASIC LITERACY)

- 1.0 DEMONSTRATE PRE-COMPUTATIONAL SKILLS--The student will be able to
 - 1.01 Identify and classify number symbols.
 - 1.02 Count and associate numbers with quantities, including recognizing correct number sequencing.
 - 1.03 Understand basic concepts (for example: more, less, same as, above, below, between, in, out, over, under).
 - 1.04 Put numbers in order.
- 2.0 DEMONSTRATE PARTIAL UNDERSTANDING OF NUMBER SENSE, CONCEPTS AND OPERATIONS--The student will be able to:
 - 2.01 Count at least 20 objects with one-to-one correspondence.
 - 2.02 Identify numbers from 1 to 20 in random order.
 - 2.03 Order numbers from 1 to 20.
 - 2.04 Use manipulatives to solve 1-digit addition problems.
 - 2.05 Use manipulatives to solve 1-digit subtraction problems.
 - 2.06 Use ordinal numbers first through tenth.
 - 2.07 Classify objects into sets.
 - 2.08 Measure objects with non-standard tools (for example: manipulative such as links or blocks) to determine larger, smaller, equal.
 - 2.09 Tell time to the hour and half-hour.
 - 2.10 Identify coins.
 - 2.11 Understand and apply the concepts of counting by 2's and 10's.
- 3.0 DEMONSTRATE AWARENESS OF NUMERALS--The student will be able to:
 - 3.01 Identify numerals (0 - 100).
 - 3.02 Read and write numerals.
 - 3.03 Count the number of objects in a set of less than 100 objects.
- 4.0 DEMONSTRATE REASONABLE PROFICIENCY COMPUTING ADDITION AND SUBTRACTION PROBLEMS--The student will be able to:
 - 4.01 Understand and explain the effect of addition on whole numbers.
 - 4.02 Understand and explain the effect of subtraction on whole numbers.
 - 4.03 Select the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.
 - 4.04 Add whole numbers to solve real-world problems using appropriate methods of computing (for example: manipulative, mental mathematics, paper and pencils.
Example: Adding two 1-digit numbers vertically and horizontally.
- 5.0 DEMONSTRATE ESTIMATION SKILLS--The student will be able to:

- 5.01 Provide and justify estimates for real-world quantities.
- 6.0 DISPLAY UNDERSTANDING OF NUMBER THEORY--The student will be able to:
- 6.01 Locate positive whole numbers on number line.
- 7.0 DEMONSTRATE PROFICIENCY IN MEASURING QUANTITIES AND SOLVING PROBLEMS--The student will be able to:
- 7.01 Use nonstandard tools (manipulative such as links or blocks) or body parts (hand spans) to measure real quantities.
- 7.02 Use U.S. units (for example: inches) to measure real quantities.
- 7.03 Use and describe basic measurement concepts (for example: length, weight, digital and analog time, temperature, capacity).
- 8.0 DEMONSTRATE BEGINNING PROFICIENCY IN COMPARING, CONTRASTING, AND CONVERTING WITHIN SYSTEMS OF U.S. MEASUREMENT--The student will be able to:
- 8.01 Measure objects with nonstandard tools (manipulative).
- 8.02 Use direct (measured) and indirect (not measured) comparisons to order.
- 8.03 Identify objects according to some measurable characteristics (for example: length, weight).
- 8.04 Measure to the nearest inch on a 12-inch ruler.
- 9.0 DEMONSTRATE AN UNDERSTANDING OF HOW TO ESTIMATE MEASUREMENTS--The student will be able to:
- 9.01 Estimate the number of objects in each of groups, then count the actual numbers.
- 9.02 Use a variety of strategies estimating lengths, widths, time intervals, and money and comparing them to actual measurements.
- 10.0 DEMONSTRATE PROFICIENCY IN THE ABILITY TO SELECT AND USE MEASUREMENT INSTRUMENTS--The student will be able to:
- 10.1 Select and use an object to serve as a unit of measure, such as a paper clip or eraser.
- 11.0 IDENTIFY TWO- AND THREE-DIMENSIONAL SHAPES--The student will be able to:
- 11.01 Identify a square, circle, sphere, rectangle, cube, and triangle.
- 12.0 DEMONSTRATE PROFICIENCY IN DESCRIBING, ANALYZING, AND GENERALIZING PATTERNS, RELATIONS, AND FUNCTIONS--The student will be able to:

- 12.01 Describe a variety of classification schemes and patterns related to physical characteristics and sensory attributes (for example: sound, shapes, colors, numbers, similar objects, similar events).
- 13.0 DEMONSTRATE PROFICIENCY IN USING EXPRESSIONS, EQUATIONS, GRAPHS AND FORMULAS--The student will be able to:
- 13.01 Use variables to represent the unknown quantity (for example: $1 + 1 = x$).
- 14.0 DEMONSTRATE ABILITY TO SOLVE MONEY PROBLEMS--The student will be able to:
- 14.01 Identify coins and currency of different values.
14.02 Identify sets of coins equivalent in value to a set of coins valued \$.25 or less.
14.03 Read and write numerals for money of values through five dollars.
14.04 Use addition, without regrouping, to solve real-world problems involving two purchases totaling no more than \$.50.
- 15.0 DEMONSTRATE ABILITY TO USE MEASUREMENT SKILLS IN REAL-LIFE SITUATIONS--The student will be able to:
- 15.01 State the days of the week in consecutive order.
15.02 State the months of the year in consecutive order.
15.03 State the date by month, day, and year, using a calendar.
15.04 Select a clock which matches a given hour or half-hour.

MATHEMATICS LCP-B

Level 2.0-3.9

(BEGINNING)

16.0 DEMONSTRATE PRE-COMPUTATIONAL SKILLS--The student will be able to:

- 16.01 Identify basic geometric shapes (for example: circle, square, rectangle, triangle).
- 16.02 Recognize clue words in choosing operations to be used to solve real-world problems (for example: add, plus, total, sum, subtract, difference, left, remaining, multiply, times, several, divide, each, per).
- 16.03 Explain the reasoning steps in solving real-world problems by:
 - determining the question
 - identifying the information given
 - deciding on the operation
 - working and checking
 - making certain the answer is logical
- 16.04 Recognize that all math has only four operations: addition, subtraction, multiplication, and division.

17.0. DEMONSTRATE AWARENESS OF WAYS NUMBERS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:

- 17.01 Count by 10's and 5's.
- 17.02 Associate verbal names, written word names, and standard numerals with whole numbers less than 100.
- 17.03 Understand the relative size of whole numbers between 0 and 100.
- 17.04 Use objects to represent whole numbers or commonly-used fractions and relating these numbers to real-world situations (for example: $\frac{1}{4}$ pizza, $\frac{1}{2}$ sandwich).

18.0 DEMONSTRATE AWARENESS OF WAYS WHOLE NUMBERS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:

- 18.01 Understand and apply the concepts of counting (by 2's, 3's, 5's, 10's, 25's, 50's), grouping and place value with whole numbers between 0 and 100.
- 18.02 Use number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.

19.0 DEMONSTRATE AWARENESS OF COMPUTING ADDITION AND SUBTRACTION PROBLEMS--The student will be able to:

- 19.01 Understand and explain the inverse (opposite) relationship of addition and subtraction.
- 19.02 Add whole numbers to solve real-world problems using appropriate methods of computing (for example: manipulative, mental mathematics, paper and pencil).

Examples: Adding three 1-digit numbers (sums through 18) vertically and horizontally; Adding a 1-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation; Adding a 2-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation.

- 19.03 Identify terminology and symbols used in addition.
- 19.04 Recall addition facts using a number line, table, or memory.
- 19.05 Subtract whole numbers to solve real-world problems using appropriate methods of computing (for example: manipulative, mental mathematics, paper and pencil).
 - Example: Subtract basic facts given in vertical and horizontal notation.
- 19.06 Identify terminology and symbols used in subtraction.
- 19.07 Recall subtraction facts using a number line, table, or memory.
- 20.0 DEMONSTRATE ESTIMATION SKILLS--The student will be able to:
 - 20.01 Round numbers to 10's and 100's.
- 21.0 DISPLAY UNDERSTANDING OF NUMBER THEORY--The student will be able to:
 - 21.01 Classify and model numbers as even or odd.
- 22.0 DEMONSTRATE BEGINNING PROFICIENCY IN COMPARING, CONTRASTING, AND CONVERTING WITHIN SYSTEMS OF MEASUREMENT--The student will be able to:
 - 22.01 Understand the need for a uniform unit of measure to communicate in real-world situations.
 - 22.02 Identify the larger of two U.S. measures.
 - 23.03 Identify common units of U.S. measurements for length, capacity, weight, and temperature.
 - 22.04 Identify, select, and use appropriate tools from the U.S. system for measuring length, liquid, and weight.
- 23.0 ESTIMATE MEASUREMENTS--The student will be able to:
 - 23.01 Round a whole number less than 100 to the nearest 10.
 - 23.02 Use rounding techniques to estimate the solution to a real-world addition or subtraction measurement problem, then determine the actual result.
- 24.0 DEMONSTRATE PROFICIENCY IN THE ABILITY TO SELECT AND USE MEASUREMENT INSTRUMENTS--The student will be able to:
 - 24.01 Select and use appropriate instruments (for example: measuring cups, scales, rules, clocks, technology) to measure within the U.S. or metric systems.

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- 25.0 DEMONSTRATE PROFICIENCY IN INTERPRETING DATA--The student will be able to:
- 25.01 Create a simple line graph (for example: age, weight).
 - 25.02 Display solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
- 26.0 DEMONSTRATE SOME PROFICIENCY IN DESCRIBING, ANALYZING, AND GENERALIZING PATTERNS, RELATIONS, AND FUNCTIONS--The student will be able to:
- 26.01 Recognize, extend, generalize, and create a variety of patterns and relationships using symbols and objects (for example: if the function of $x = 3$, $x + 1 = 4$; if the function of $x = 7$, $x + 1 = 8$).
 - 26.02 Recognize symbols and concepts of equal ($=$) and unequal ($\neq$).
- 27.0 DEMONSTRATE SOME PROFICIENCY IN USING EXPRESSIONS, EQUATIONS, GRAPHS AND FORMULAS--The student will be able to:
- 27.01 Use informal methods to solve real world problems requiring simple equations that contain one variable.
- 28.0 IDENTIFY AND DESCRIBE TWO- AND THREE-DIMENSIONAL SHAPES--The student will be able to:
- 28.01 Understand and describe the characteristics of basic two- and three-dimensional shapes.
- 29.0 DEMONSTRATE SOME PROFICIENCY IN VISUALIZING AND ILLUSTRATING WAYS IN WHICH SHAPES CAN BE COMBINED, SUBDIVIDED, AND CHANGED--The student will be able to:
- 29.01 Understand basic concepts of spatial relationships, symmetry, and reflections.
 - 29.02 Use objects to perform geometric transformations including flips, slides, and turns.
- 30.0 DEMONSTRATE ABILITY TO SOLVE MONEY PROBLEMS--The student will be able to:
- 30.01 Determine equivalent amounts of up to five dollars using coins and paper currency.
 - 30.02 Determine change from a one-dollar bill.
 - 30.03 Determine equivalent amounts of up to twenty dollars using coins and paper currency.
 - 30.04 Solve real-world problems involving change after purchases with a twenty-dollar bill.
 - 30.05 Solve real-world problems involving comparison shopping for purchases of less than ten dollars.

31.0 DEMONSTRATE ABILITY TO USE MEASUREMENT SKILLS IN REAL-LIFE SITUATIONS--The student will be able to:

31.1 Tell time on the hour, half-hour, quarter-hour and in minutes.

MATHEMATICS LCP-C

Level 4.0-5.9
(INTERMEDIATE)

- 33.0 DEMONSTRATE AWARENESS OF WAYS NUMBERS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:
- 32.01 Name whole numbers combining up to 3-digit numeration (hundreds, tens, ones).
 - 32.02 Use number periods such as ones, thousands, and millions.
- 33.0 DEMONSTRATE AWARENESS OF WAYS WHOLE NUMBERS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:
- 33.01 Associate verbal names, written word names, and standard numerals with whole numbers.
 - 33.02 Understand the relative size of whole numbers.
 - 33.03 Identify concrete and symbolic representations of whole numbers to real-world situations.
 - 33.04 Understand that whole numbers can be represented in a variety of equivalent forms.
- 34.0 DEMONSTRATE AWARENESS OF WAYS COMMON FRACTIONS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:
- 34.01 Associate verbal names, written word names, and standard numerals with commonly used fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$, $\frac{2}{3}$).
 - 34.02 Understand the relative size of commonly-used fractions.
 - 34.03 Identify concrete and symbolic representations of commonly-used fractions in real-world situations.
 - 34.04 Understand that commonly used fractions can be represented in other equivalent forms such as decimals and percents ($\frac{1}{2}$ = 50% = .5).
- 35.0 DEMONSTRATE ABILITY TO ADD WHOLE NUMBERS TO SOLVE REAL-WORLD PROBLEMS USING APPROPRIATE METHODS OF COMPUTING, SUCH AS MANIPULATIVE, MENTAL MATHEMATICS, PAPER AND PENCIL, OR CALCULATOR--The student will be able to:
- 35.01 Add a 1-digit number to a 2-digit number with regrouping, given in vertical and horizontal notation.
 - 35.02 Add a 2-digit number to a 2-digit number with regrouping, given in vertical and horizontal notation.
 - 35.03 Add a 1-, 2-, or 3-digit number to a 3-digit number with regrouping.
 - 35.04 Add 3 or 4 3-digit numbers without regrouping.
 - 35.05 Add four 3-digit numbers with regrouping.
 - 35.06 Recall addition facts using a number line, table, or memory.

36.0 DEMONSTRATE ABILITY TO SUBTRACT WHOLE NUMBERS TO SOLVE REAL-WORLD PROBLEMS USING APPROPRIATE METHODS OF COMPUTING SUCH AS MANIPULATIVE, MENTAL MATHEMATICS, PAPER AND PENCIL, OR CALCULATOR--
-The student will be able to:

- 36.01 Subtract two 2-digit numbers given in vertical and horizontal notation with and without regrouping.
- 36.02 Subtract two 3-digit numbers with only one regrouping.
- 36.03 Subtract two 4-digit numbers with only one regrouping.
- 36.04 Subtract two 4-digit numbers with regrouping.
- 36.05 Subtract two 5-digit numbers with regrouping.
- 36.06 Recall subtraction facts using a number line, table, or memory.
- 36.07 Borrow where the minuend is a digit followed by three zeros and regrouping is necessary (for example: 6000 - 495).

37.0 DEMONSTRATE AN UNDERSTANDING OF THE CONCEPTS OF MULTIPLICATION AND DIVISION--The student will be able to:

- 37.01 Understand and explain the effect of multiplication on whole numbers.
- 37.02 Understand and explain the effect of division on whole numbers.
- 37.03 Understand and explain the inverse (opposite) relationship of multiplication and division.
- 37.04 Select the appropriate operation to solve specific problems involving multiplication or division of whole numbers.
- 37.05 Identify multiplication terminology and symbols.
- 37.06 Identify division terminology and symbols.

38.0 DEMONSTRATE ABILITY TO MULTIPLY WHOLE NUMBERS TO SOLVE REAL-WORLD PROBLEMS USING APPROPRIATE METHODS OF COMPUTING SUCH AS MANIPULATIVE, MENTAL MATHEMATICS, PAPER AND PENCIL, OR CALCULATOR--
-The student will be able to:

- 38.01 Determine the total number of objects when given sets of equal amounts not exceeding 12.
- 38.02 Compute basic multiplication facts, given in vertical and horizontal notations, products through 81.
- 38.03 Multiply a 2-digit number by a 1-, or 2-digit number.
- 38.04 Multiply a 3-digit number by a 1-, 2-, or 3-digit number.
- 38.05 Multiply a 4-digit number by a 1-, 2-, or 3-digit number.
- 38.06 Multiply a 5-digit number by a 1-, 2-, or 3-digit number.
- 38.07 Recall multiplication facts using a number line, table, or memory.
- 38.08 Demonstrate proof method for multiplication (for example: $64 \times 27 = 27 \times 64$).

39.0 DEMONSTRATE ABILITY TO DIVIDE WHOLE NUMBERS TO SOLVE REAL-WORLD PROBLEMS USING APPROPRIATE METHODS OF COMPUTING SUCH AS MANIPULATIVE, MENTAL MATHEMATICS, PAPER AND PENCIL, OR CALCULATOR--The student will be able to:

- 39.01 Group 12 or fewer objects into sets of equal amounts (no remainders).
- 39.02 Divide 2-, 3-, 4-, or 5-digit numbers by a 1-digit number with no remainder.
- 39.03 Divide 2-, 3-, 4-, or 5-digit numbers by a 2-digit number with no remainder.
- 39.04 Divide a 2-digit number with remainder.
- 39.05 Divide a 3-digit number with remainder.
- 39.06 Divide a 4-digit number with remainder.
- 39.07 Divide a 5-digit number with remainder.
- 39.08 Divide by a 2-digit number with no remainder.
- 39.09 Divide by a 2-digit number with a remainder.
- 39.10 Divide by a 3-digit number with or without remainders.
- 39.11 Divide from fractional notation (for example: $728/14$).
- 39.12 Recall division facts using a number line, table, or memory.
- 39.13 Prove long-division problems.

40.0 DEMONSTRATE ABILITY TO UNDERSTAND AND COMPUTE FRACTIONS--The student will be able to:

- 40.01 Write numbers as fractions.
- 40.02 Identify proper, improper, and mixed fractions.
- 40.03 Convert from mixed to improper fractions.
- 40.04 Convert from improper to mixed fractions.
- 40.05 Reduce common fractions.
- 40.06 Demonstrate the process of cross-multiplying to solve fraction conversions.

41.0 DEMONSTRATE ESTIMATION SKILLS--The student will be able to:

- 41.01 Use and justify different estimation strategies in a real-world problem situation and determine the reasonableness of results of calculations in a given problem situation.
- 41.02 Round numbers to designated place.

42.0 DISPLAY UNDERSTANDING OF NUMBER THEORY--The student will be able to:

- 42.01 Understand and apply basic number theory concepts, including primes, composites, factors and multiples.
- 42.02 Understand communicative and associative properties (for example: $6 \times 2 = 2 \times 6$; $1 + 3 + 4 = 3 + 1 + 4$).

43.0 DEMONSTRATE PROFICIENCY IN MEASURING QUANTITIES AND SOLVING PROBLEMS--The student will be able to:

- 43.01 Use concrete and graphic models for solving problems related to measurement including:
height

width
time
temperature
perimeter
area
volume
angle

44.0 DEMONSTRATE SOME PROFICIENCY IN COMPARING, CONTRASTING, AND CONVERTING WITHIN SYSTEMS OF MEASUREMENT--The student will be able to:

- 44.01 Use direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.
- 44.02 Select and use appropriate standard and nonstandard units of measurement according to type and size.
- 44.03 Understand the need for a uniform unit of measure to communicate in real-world situations.
- 44.04 Identify common units of U.S. measure for length, capacity, weight, and temperature.
- 44.05 Write abbreviations for length, weight, and capacity measurements in the U.S. system.
- 44.06 Identify the larger of two U.S. measures.
- 44.07 Identify equal measures defined in different units.
- 44.08 Measure to the nearest inch on a 12-inch ruler.
- 44.09 Identify, select, and use appropriate tools from the U.S. system for measuring length, liquid, and weight.
- 44.10 Solve measurement problems in the U.S. system using addition or subtraction with no conversion.

45.0 DEMONSTRATE AN UNDERSTANDING ON HOW TO ESTIMATE MEASUREMENTS--The student will be able to:

- 45.01 Solve real-world problems with the help of estimating measurements including length, time, weight, temperature, money, perimeter, area, and volume.
- 45.02 Round a whole number less than 1000 to the nearest ten or 100.
- 45.03 Round a whole number less than one million to any designated place.
- 45.04 Use rounding techniques to estimate the solution to a real-world addition or subtraction measurement problem, then determine the actual result.
- 45.05 Use a variety of strategies to estimate lengths, widths, time intervals, and money and to compare them to actual measurements.

46.0 DEMONSTRATE PROFICIENCY IN THE ABILITY TO SELECT AND USE MEASUREMENT INSTRUMENTS--The student will be able to:

- 46.01 Determine which units of measurement (for example: seconds, inches, or dollars to use with answers to real-world problems.

- 46.02 Select and use appropriate instruments and technology (for example: scales, rules, thermometers, measuring cups, protractors, gauges) to measure in real-world situations.
- 47.0 DESCRIBE, DRAW, AND IDENTIFY TWO- AND THREE-DIMENSIONAL SHAPES--
The student will be able to:
- 47.01 Draw and/or model two- and three-dimensional shapes from a verbal description.
- 48.0 DEMONSTRATE THE ABILITY TO VISUALIZE AND ILLUSTRATE WAYS IN WHICH SHAPES CAN BE COMBINED, SUBDIVIDED, AND CHANGED--The student will be able to:
- 48.01 Understand the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.
- 48.02 Predict, illustrate, and verify which figures could result from a flip, slide, or turn of a given figure.
- 49.0 DEMONSTRATE PROFICIENCY IN ABILITY TO LOCATE OBJECTS--The student will be able to:
- 49.01 Recognize and apply geometric formulas.
- 49.02 Represent and apply a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.
- 49.03 Use real-life experiences and physical materials to describe, classify, compare, and sort geometric figures according to the number of faces, edges, bases, and corners, including:
- squares
 - rectangles
 - triangles
 - circles
 - cubes
 - rectangular solids
- 49.04 Plot and identify positive whole numbers on a number line.
- 49.05 Describe, model, compare, and classify geometric figures.
- 49.06 Construct a rectangular coordinate system showing positive and negative $x + y$ values to 7.
- 50.0 DEMONSTRATE SOME PROFICIENCY IN DESCRIBING, ANALYZING, AND GENERALIZING PATTERNS, RELATIONS, AND FUNCTIONS--The student will be able to:
- 50.01 Describe a variety of patterns and relationships through models such as manipulatives, tables, graphs, and rules.
- 50.02 Recognize simple algebraic formulas
(for example: $1 + 3 = x$).
- 50.03 Recognize simple consumer formulas (for example: units times price = cost).
- 50.04 Recognize symbols and concepts of greater than ($6 > 2$) and less than ($1 < 4$).

- 51.0 DEMONSTRATE SOME PROFICIENCY IN USING EXPRESSIONS, EQUATIONS, GRAPHS AND FORMULAS--The student will be able to:
- 51.01 Understand greater than, less than, equal, and not equal symbols.
 - 51.02 Translate a problem in words into a number symbol sentence (for example: six plus one equals seven to $6 + 1 = 7$).
- 52.0 DEMONSTRATE PROFICIENCY IN INTERPRETING DATA--The student will be able to:
- 52.01 Solve problems by generating, collecting, organizing, displaying, and analyzing data using:
 - bar graphs
 - circle graphs
 - line graphs
 - pictographs
 - charts
 - 52.02 Interpret data in charts, tables, plots, and graphs.
 - 52.03 Understand and find averages (means).
- 53.0 DEMONSTRATE PROFICIENCY IN CALCULATING DIFFERENCES--The student will be able to:
- 53.01 Calculate reported differences (for example: minutes spent working on two jobs).
 - 53.02 Calculate differences between two hourly wages.
 - 53.03 Determine the net cost of groceries after deducting the value of coupons.
 - 53.04 Calculate difference between figures from a summarizing table.
 - 53.05 Using hourly and daily wage rates, calculate the difference in earnings.
 - 53.06 Determine the difference between lengths of business hours on week days and week ends.
 - 53.07 Calculate the savings between two specific subscription rates.
- 54.0 DEMONSTRATE PROFICIENCY IN CALCULATING INCREASE--The student will be able to:
- 54.01 Calculate the amount of increase using figures from a bar graph.
 - 54.02 Determine daily earnings based on hourly rate and number of hours worked.
 - 54.03 Use figures from a comparison table, calculating increases.
 - 54.04 Total the amount of fines accrued for several driving violations.
- 55.0 DEMONSTRATE ABILITY TO UNDERSTAND AND COMPUTE ARITHMETIC OPERATIONS USING INFORMATION CONTAINED IN PRINTED MATERIALS--The student will be able to:
- 55.01 Use an order form to determine the total cost of a purchase.

- 55.02 Determine the total for an order after calculating the cost of two items and sales tax (using a tax table).
 - 55.03 Determine the total cost of multiple items ordered from a menu, including one item having multiple quantities.
 - 55.04 Calculate net value (for example: deducting coupon value from total purchase).
 - 55.05 Using an advertisement, determine the total cost of several items in different quantities.
 - 55.06 Calculate the savings between two specific subscription rates.
 - 55.07 Given an income tax rate schedule, describe how to calculate amount of tax.
 - 55.08 Given a withholding tax rate schedule, describe how to calculate amount of tax.
- 56.0 DEMONSTRATE PROFICIENCY IN INTERPRETING MEASUREMENTS TO SOLVE PROBLEMS--The student will be able to:
- 56.01 Determine temperature using Fahrenheit or Celsius thermometer.
 - 56.02 Determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, and liters.
 - 56.03 Recognize, use, measure, and interpret linear dimensions and geometric shapes.
 - 56.04 Use and interpret measurement instruments such as rules, scales, gauges, and dials.
 - 56.05 Interpret diagrams, illustrations, and scale drawings.
 - 56.06 Interpret units of time.
 - 56.07 Interpret spatial relationships (for example: above, below, nearer, farther, equidistant).
 - 56.08 Read and determine relationships described by graphs expressed in whole units (for example: pictographs, bar graphs, circle graphs, line graphs).
 - 56.09 Locate a point on a highway map.
- 57.0 DEMONSTRATE PROFICIENCY IN USING WEIGHTS--The student will be able to:
- 57.01 Interpret recipes.
 - 57.02 Convert equivalent measurements (for example: cups to quarts).
 - 57.03 Identify product containers.
 - 57.04 Interpret weight and volume.
 - 57.05 Interpret maps and graphs.
 - 57.06 Interpret time and time measurements.
 - 57.07 Interpret temperature.
- 58.0 DEMONSTRATE PROFICIENCY IN USING MONEY--The student will be able to:
- 58.01 Recognize monetary symbols.
 - 58.02 Count coins and currency.
 - 58.03 Convert coins and currency.

- 59.0 DEMONSTRATE PROFICIENCY IN APPLYING PRINCIPLES OF COMPARISON SHOPPING--The student will be able to:
- 59.01 Identify common food items.
 - 59.02 Identify common articles of clothing.
 - 59.03 Interpret information or directions to locate consumer goods (for example: newspaper ads, yellow pages).
 - 59.04 Identify and use methods to purchase goods and services including catalogs, order forms and related information.
 - 59.05 Interpret advertisements, labels, charts, letters, articles, price tags, or other information in selecting goods and services.
- 60.0 DEMONSTRATE PROFICIENCY IN APPLYING PRINCIPLES OF BUDGETING IN THE MANAGEMENT OF MONEY--The student will be able to:
- 60.01 Identify needs and wants.
 - 60.02 Develop a personal budget for a set income.
 - 60.03 Interpret bills.
 - 60.04 Plan for major purchases (for example: car, refrigerator).
- 61.0 DEMONSTRATE PROFICIENCY IN USING BANKING AND FINANCIAL SERVICES IN THE COMMUNITY OR IN IDENTIFYING RESOURCES TO ASSIST WITH THE USE OF THESE SERVICES--The student will be able to:
- 61.01 Describe basic banking skills (for example: deposits, withdrawals, writing and cashing checks).
 - 61.02 Demonstrate basic banking skills.
 - 61.03 Use an ATM.
 - 61.04 Recognize how to use and maintain credit.
 - 61.05 Recognize the advantages and disadvantages of buying on credit.
 - 61.06 Write personal checks or money orders to purchase goods and services.
 - 61.07 Demonstrate understanding of charges associated with banking services (for example: checking charges, ATM usage fees, etc.).
 - 61.08 Interpret bank statements and computer-generated banking receipts.
 - 61.09 Complete an application for a check-cashing card, checking account, credit card or personal loan.
 - 61.10 Complete a deposit and withdrawal form.
- 62.0 DEMONSTRATE AN UNDERSTANDING THAT OBJECTS CAN BE DESCRIBED, CLASSIFIED, AND COMPARED BY THEIR COMPOSITION AND THEIR PHYSICAL PROPERTIES--The student will be able to:
- 62.01 Know that objects can be described, classified, and compared by their composition (for example: wood or metal) and by their physical properties (for example: color, size, and shape).

- 62.02 Observe, group, and describe the volumes, shapes, colors, and weights of common objects.
- 62.03 Group common articles based on one or two attributes (for example: shape, size, color) and explain the system used to group objects.
- 63.0 IDENTIFY VARIOUS WAYS IN WHICH SUBSTANCES DIFFER--The student will be able to:
 - 63.01 Use a thermometer to determine the temperature of a liquid.
 - 63.02 Identify the freezing and boiling points of water on a Celsius or Fahrenheit temperature scale.
 - 63.03 Determine that the density and volume of materials can be compared and measured (for example: using rulers, balances and thermometers).
 - 63.04 Use scientific equipment such as rules and scales to classify or order a set of objects using length, weight or volume and explain the classification scheme used.
- 64.0 DEMONSTRATE AN UNDERSTANDING THAT THE WEIGHT OF AN OBJECT ALWAYS EQUALS THE SUM OF ITS PARTS--The student will be able to:
 - 64.01 Using a food scale, explain or demonstrate that the weight of an object always equals the sum of its parts (for example: weight of a box of pencils or an orange when whole and when taken apart).
- 65.0 DEMONSTRATE PROFICIENCY IN RECOGNIZING THAT THE SAME MATERIAL CAN EXIST IN DIFFERENT SHAPES AND CAN CHANGE FROM ONE SHAPE TO ANOTHER--The student will be able to:
 - 65.01 Examine common objects (for example: rocks, Styrofoam, sandstone, fruitcake).
 - 65.02 Identify smaller units and shapes within objects.
 - 65.03 Using a magnifying device, identify various materials made of parts too small to be seen without magnification (for example: wood, plastic, skin).
- 66.0 DEMONSTRATE PROFICIENCY IN USING SCIENTIFIC PROCESSES AND HABITS OF MIND TO SOLVE PROBLEMS--The student will be able to:
 - 66.01 Know that in order to learn, it is important to observe the same things often and compare them.
 - 66.02 Know that when tests are repeated under the same conditions, similar results are usually obtained.
 - 66.03 Use the senses, tools, and instruments to obtain information from surroundings.
 - 66.04 Know that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
 - 66.05 Know that, to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.

- 66.06 Know that to compare and contrast observations and results is an essential skill.
- 66.07 Know that a model of something is different from the real thing, but can be used to learn something about the real thing.

67.0 DEMONSTRATE PROFICIENCY IN UNDERSTANDING THAT SCIENCE, TECHNOLOGY AND SOCIETY ARE INTERWOVEN AND INTERDEPENDENT--The student will be able to:

- 67.01 Know that scientists and technologists use a variety of tools (for example: thermometers, magnifiers, rulers, scales) to obtain information in more detail and to make work easier.
- 67.02 Demonstrate an awareness of simple machines (for example: lever, inclined plane, wedge, screw).
- 67.03 Understand that people, alone or in groups, invent new tools to solve problems and do work that affects all aspects of life (for example: automobiles, special tools equal more jobs).
- 67.04 Know that data are collected and interpreted in order to explain an event or concept (for example: weather records).
- 67.05 Know that before a group of people build something or try something new, they should hypothesize how it can affect other people.

MATHEMATICS LCP-D

**Level 6.0-8.9
(FUNCTIONAL)**

68.0 DEMONSTRATE AWARENESS OF WAYS INTEGERS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:

- 68.01 Associate verbal names, written word names, and standard numerals with integers.
- 68.02 Understand the relative size of integers.
- 68.03 Identify concrete and symbolic representations of integers to real-world situations (for example: temperature).
- 68.04 Demonstrate the ability to pictorially represent and label a figure for a real-world geometry problem.
- 68.05 Understand that integers can be represented in a variety of equivalent forms.
- 68.06 Select the appropriate operation to solve specific problems involving integers.
- 68.07 Solve real-world problems involving integers.

69.0 DEMONSTRATE AWARENESS OF WAYS FRACTIONS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:

- 69.01 Associate verbal names, written word names, and standard numerals with fractions.
- 69.02 Understand the concept of numerators and denominators.
- 69.03 Understand the relative size of fractions.
- 69.04 Identify concrete and symbolic representations of fractions in real-world situations.
- 69.05 Understand that fractions can be represented in other equivalent forms (for example: mixed to improper, improper to mixed, reduced fractions).
- 69.06 Select the appropriate operation to solve specific problems involving fractions.
- 69.07 Solve real-world problems involving fractions.
- 69.08 Use the concepts of greatest common factor and least common multiple to solve problems.

70.0 DEMONSTRATE AWARENESS OF WAYS DECIMALS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:

- 70.01 Associate verbal names, written word names, and standard numerals with decimals.
- 70.02 Understand the relative size of decimals.
- 70.03 Identify concrete and symbolic representations of decimals in real world situations.
- 70.04 Understand that decimals can be represented in other equivalent forms.
- 70.05 Select the appropriate operation to solve specific problems involving decimals.
- 70.06 Understand the relationship between money and decimals.
- 70.07 Solve real-world problems involving decimals.

71.0 DEMONSTRATE AWARENESS OF WAYS PERCENTS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:

- 71.01 Associate verbal names, written word names, and standard numerals with percents.
- 71.02 Understand the relative size of percents.
- 71.03 Identify concrete and symbolic representations of percents in real-world situations.
- 71.04 Understand that percents can be represented in a variety of equivalent forms.
- 71.05 Select the appropriate operation to solve specific problems involving percents.
- 71.06 Solve real-world problems involving percents.

72.0 DEMONSTRATE WAYS RATIOS AND PROPORTIONS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:

- 72.01 Associate verbal names, written word names, and standard numerals with ratios.
- 72.02 Understand the concept of a ratio.
- 72.03 Identify concrete and symbolic representations of ratios in real world situations.
- 72.04 Understand that ratios can be represented in other equivalent forms.
- 72.05 Select when to solve specific problems by using ratios and proportions.
- 72.06 Solve real-world problems involving ratios and proportions.

73.0 DEMONSTRATE AN UNDERSTANDING OF ESTIMATION STRATEGIES--The student will be able to:

- 73.01 Solve real-life problems documenting the use of estimation strategies.
- 73.02 Round numbers that have relevance in real life such as population, time, and money.
- 73.03 Use estimation strategies to predict results and to check the reasonableness of results.

74.0 UNDERSTAND CONCEPTS OF PRIME, COMPOSITE, FACTOR, AND MULTIPLE--The student will be able to:

- 74.01 Identify prime and composite numbers, factors, and multiples.
- 74.02 Use the concepts of prime, composite, factor, and multiple to solve real-world problems.

75.0 DEMONSTRATE AWARENESS OF WAYS NUMBERS ARE REPRESENTED AND USED IN THE REAL WORLD--The student will be able to:

- 75.01 Use place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.
- 75.02 Understand the structure of number systems other than the decimal number system (for example: Roman numeral system).

- 76.0 DEMONSTRATE ABILITY TO UNDERSTAND AND COMPUTE FRACTIONS TO SOLVE REAL-WORLD PROBLEMS USING APPROPRIATE METHODS OF COMPUTING SUCH AS MANIPULATIVE, MENTAL MATHEMATICS, PAPER AND PENCIL, OR CALCULATOR-
-The student will be able to:

- 76.01 Add common fractions with like denominators.
- 76.02 Add common fractions with unlike denominators.
- 76.03 Add mixed numbers with like denominators.
- 76.04 Add mixed numbers with unlike denominators.
- 76.05 Subtract common fractions with like denominators with no regrouping.
- 76.06 Subtract common fractions with unlike denominators with no regrouping.
- 76.07 Subtract mixed numbers with no regrouping.
- 76.08 Subtract common fractions with like denominators and regrouping.
- 76.09 Subtract common fractions with unlike denominators and regrouping.
- 76.10 Subtract mixed numbers with like denominators and regrouping.
- 76.11 Subtract mixed numbers with unlike denominators and regrouping.
- 76.12 Multiply common fractions.
- 76.13 Multiply mixed fractions.
- 76.14 Multiply a proper fraction by a whole number.
- 76.15 Multiply a mixed fraction by a whole number.
- 76.16 Divide common fractions.
- 76.17 Divide mixed fractions.
- 76.18 Divide a fraction by a whole number.
- 76.19 Divide a mixed fraction by a whole number.
- 76.20 Perform multiple operations using common fractions.
- 76.21 Perform multiple operations using mixed fractions.
- 76.22 Identify or calculate equivalent fractions.

- 77.0 DEMONSTRATE ABILITY TO UNDERSTAND AND COMPUTE DECIMALS TO SOLVE REAL-WORLD PROBLEMS USING APPROPRIATE METHODS OF COMPUTING SUCH AS MANIPULATIVE, MENTAL MATHEMATICS, PAPER AND PENCIL, OR CALCULATOR-
-The student will be able to:

- 77.01 Convert common fractions to decimal fractions.
- 77.02 Convert decimal fractions to common fractions.
- 77.03 Add decimal fractions.
- 77.04 Subtract decimal fractions.
- 77.05 Multiply decimal fractions.
- 77.06 Multiply a decimal by a whole number or another decimal.
- 77.07 Divide a decimal by a whole number such that the result has no remainder.
- 77.08 Divide a decimal by a decimal.
- 77.09 Divide a whole number by a decimal.
- 77.10 Convert mixed numbers to decimal fractions.

- 78.0 DEMONSTRATE ABILITY TO UNDERSTAND AND COMPUTE PERCENTAGES TO SOLVE REAL-WORLD PROBLEMS USING APPROPRIATE METHODS OF COMPUTING SUCH AS MANIPULATIVE, MENTAL MATHEMATICS, PAPER AND PENCIL, OR CALCULATOR--
The student will be able to:
- 78.01 Convert common fractions to percents.
 - 78.02 Convert mixed numbers to percents.
 - 78.03 Calculate percents.
 - 78.04 Convert percents to common, mixed, or decimal fractions.
 - 78.05 Demonstrate the process of cross-multiplying to solve for ratio and percentage.
- 79.0 DEMONSTRATE ESTIMATION SKILLS--The student will be able to:
- 79.01 Use estimation strategies to predict results and to check the reasonableness of data.
 - 79.02 Approximate area, perimeter, and volume.
 - 79.03 Determine approximate square roots.
- 80.0 DISPLAY UNDERSTANDING OF NUMBER THEORY--The student will be able to:
- 80.01 Use number concepts including primes, factors, and multiples, to build number sequence.
 - 80.02 Understand distributive property [for example: $6(4 + 2) = 6 \times 4 + 6 \times 2$].
- 81.0 DEMONSTRATE MASTERY OF MEASURING QUANTITIES AND SOLVING PROBLEMS--
The student will be able to:
- 81.01 Use concrete and graphic models to find the following:
 - perimeter
 - area
 - surface area
 - circumference
 - volume of three-dimensional shapes including rectangular solids and cylinders
 - rates
 - distance
 - time
 - angles
 - 81.02 Demonstrate how a change in such dimensions as length, width, height, or radius affects size of other measurements including:
 - perimeter
 - area of a plane figure
 - surface area of a solid figure
 - volume
 - 81.03 Construct, interpret, and use scale drawings such as those based on number lines and maps to solve real-world problems.
 - 81.04 Identify measures, either U.S. system or metric, most appropriate for a given situation.

- 81.05 Select and use appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.
- 81.06 Use estimates to solve real-world problems of length, perimeter, area, mass, volume, and capacity.
- 81.07 Use estimates to solve real-world problems of money, time, and temperature.
- 81.08 Determine the elapsed time between two events stated in days, months, or years with regrouping.
- 81.09 Determine the perimeter of triangles, squares, and rectangles with whole number dimensions.
- 81.10 Solve linear measurement problems with inches, feet, or yards, using addition or subtraction, with no conversion of inches to feet.
- 81.11 Solve capacity problems with cups, or quarts, using addition or subtraction, with no conversion.
- 81.12 Solve mass/weight problems with ounces, or pounds, using addition or subtraction, with no conversion.
- 81.13 Recognize and apply formulas for area and volume of square, perimeter, rectangle, triangle, and circle.

82.0 DEMONSTRATE PROFICIENCY IN COMPARING, CONTRASTING, AND CONVERTING WITHIN SYSTEMS OF MEASUREMENT--The student will be able to:

- 82.01 Identify the U.S. measures most appropriate for a given situation.
- 82.02 Use concrete and graphic models to find the perimeter and area of plane figures.
- 82.03 Demonstrate how a change in dimensions affects size.
- 82.04 Use estimates to solve real-world problems of length, perimeter, area, and mass, within the U.S. or metric system.
- 82.05 Collect data, using either a direct or indirect method, to compare and contrast measures of the same objects in both metric and U.S. units.
- 82.06 Solve problems involving units of measure and converting answers to a larger or smaller unit within either the metric or U.S. system.

83.0 ESTIMATE MEASUREMENTS--The student will be able to:

- 83.01 Use rounding techniques to estimate the solution to a real-world addition or subtraction measurement problem, then determine the actual result.
- 83.02 Use a variety of strategies, estimating lengths, widths, time intervals, and money and compare them to actual measurements.
- 83.03 Solve real-world and mathematical problems with the help of estimating measurements (for example: length, time, weight/mass, temperature, money, perimeter, area, volume) in either U.S. system or in metric units.

84.0 DEMONSTRATE THE ABILITY TO SELECT AND USE MEASUREMENT INSTRUMENTS--
-The student will be able to:

84.01 Select appropriate units of measurement and determine and apply significant digits in a real-world context.

84.02 Select and use appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

85.0 DESCRIBE, DRAW, IDENTIFY, AND ANALYZE TWO AND THREE-DIMENSIONAL SHAPES--The student will be able to:

85.01 Understand the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two and three dimensions.

85.02 Use appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

86.0 DEMONSTRATE THE ABILITY TO VISUALIZE AND ILLUSTRATE WAYS IN WHICH SHAPES CAN BE COMBINED, SUBDIVIDED, AND CHANGED--The student will be able to:

86.01 Understand the following geometric concepts, including flips, slides, turns, and enlargements:

- symmetry
- reflections
- similarity
- perpendicularly
- parallelism

86.02 Predict and verify patterns involving tessellation (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles).

87.0 DEMONSTRATE PROFICIENCY IN ABILITY TO LOCATE OBJECTS--The student will be able to:

87.01 Recognize and apply geometric formulas.

87.02 Represent and apply a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.

87.03 Use real-life experiences and physical materials to describe, classify, compare, and sort geometric figures according to the number of faces, edges, bases, and corners, including:

- squares
- rectangles
- triangles
- circles
- cubes
- rectangular solids

87.04 Plot and identify positive whole numbers on a number line.

87.05 Describe, model, compare, and classify geometric figures.

- 88.0 DEMONSTRATE PROFICIENCY IN DESCRIBING, ANALYZING, AND GENERALIZING PATTERNS, RELATIONSHIPS, AND FUNCTIONS--The student will be able to:
- 88.01 Describe a variety of patterns, relationships, and functions through models such as manipulative, tables, graphs, expressions, equations, and inequalities.
 - 88.02 Create and interpret tables, graphs, equations, and verbal descriptions to explain cause and effect relationships.
 - 88.03 Understand that mathematics has various systems or languages (for example: arithmetic, algebra, geometry).
 - 88.04 Translate real-world problems into equations (for example: $6 + x = 7$; $6 + 1 = 7$).
- 89.0 DEMONSTRATE SOME PROFICIENCY IN USING EXPRESSIONS, EQUATIONS, GRAPHS AND FORMULAS--The student will be able to:
- 89.01 Solve simple problems by apply the algebraic order of operations.
 - 89.02 Identify physical patterns or number patterns by continuing a sequence.
 - 89.03 Use scale drawings such as those based on number lines and maps to solve real-world problems.
 - 89.04 Identify the concept of negative numbers using a concrete example (for example: thermometer, checking account balance).
- 90.0 DEMONSTRATE PROFICIENCY IN INTERPRETING DATA--The student will be able to:
- 90.01 Collect, organize, and display data in a variety of forms (for example: tables, line graphs, charts, bar graphs).
 - 90.02 Understand and apply the concepts of mean and median.
- 91.0 DEMONSTRATE PROFICIENCY IN CALCULATING PERCENT--The student will be able to:
- 91.01 Add and interpret percentages found in a chart.
 - 91.02 Interpret percentages based on figures in a table.
 - 91.03 Using a table, determine the amount of sales tax as indicated on an order form.
 - 91.04 Given an income tax rate schedule, describe how to calculate the amount of tax.
 - 91.05 Given a withholding tax rate schedule, describe how to calculate the amount of tax.
 - 91.06 Given the required percent down, calculate amount of down payment needed for a loan.
 - 91.07 Calculate difference between interest rates for two loans.
 - 91.08 Calculate difference between given amounts of down payments based on different percentages.
 - 91.09 Calculate differences between percentages from a table.
 - 91.10 Use a graph, calculate difference between percentages in a given year for specified groups.

- 92.0 DEMONSTRATE PROFICIENCY IN INTERPRETING MEASUREMENTS TO SOLVE PROBLEMS--The student will be able to:
- 92.01 Using a scale, measure distance on a map.
 - 92.02 Using given information and a time zone map, calculate arrival time according to given time zone.
 - 92.03 Using a map showing time zones, determine the time in one location given the specified time in another.
 - 92.04 Calculate the unit prices for different sizes of food containers or different brands.
- 93.0 DEMONSTRATE PROFICIENCY IN USING WEIGHTS--The student will be able to:
- 93.01 Select, compute or interpret appropriate standard measurements for length, width, perimeter, area, volume, height or weight.
 - 93.02 Interpret clothing and pattern sizes, using height and weight tables.
- 94.0 DEMONSTRATE PROFICIENCY IN USING MONEY--The student will be able to:
- 94.01 Compute averages.
 - 94.02 Figure sale price of item when given percent off item.
- 95.0 DEMONSTRATE PROFICIENCY IN APPLYING PRINCIPLES OF COMPARISON SHOPPING--The student will be able to:
- 95.01 Compare prices of goods and services (using a calculator or pencil and paper).
 - 95.02 Compute discounts.
 - 95.03 Compute unit pricing (using a calculator or pencil and paper).
 - 95.04 Use coupons or rebates to purchase goods and services.
 - 95.05 Identify or use various methods to make returns and exchanges.
- 96.0 DEMONSTRATE PROFICIENCY IN USING BANKING AND FINANCIAL SERVICES IN THE COMMUNITY OR IDENTIFY RESOURCES TO ASSIST WITH THE USE OF THESE SERVICES--The student will be able to:
- 96.01 Interpret interest and interest-earning savings plans.
 - 96.02 Interpret credit applications.
 - 96.03 Describe advantages and disadvantages of credit purchasing.
 - 96.04 Demonstrate an understanding of the terminology used in connection with savings and checking accounts (for example: interest-bearing checking accounts, concept of compound interest, interest rates).
 - 96.05 Compute or use tables to calculate credit interest rates.
 - 96.06 Calculate a checkbook balance from a recorded register.

- 97.0 IDENTIFY VARIOUS WAYS IN WHICH SUBSTANCES DIFFER--The student will be able to:
- 97.01 Observe and measure characteristics and properties of objects and materials.
 - 97.02 Identify various ways in which substances differ (for example: mass, volume, shape, density, texture, and reaction to temperature and light).
- 98.0 DEMONSTRATE AN UNDERSTANDING OF THE DIFFERENCE BETWEEN WEIGHT AND MASS--The student will be able to:
- 98.01 Describe and compare the difference between weight and mass (for example: marshmallows vs. chocolate chips).
 - 98.02 Recognize that equal volumes of different substances may have different masses (for example: 100 cubic inches of ping pong balls vs. 100 cubic inches of marbles).
- 99.0 RECOGNIZE THE MOVEMENT OF ATOMS--The student will be able to:
- 99.01 Describe characteristics (for example: shape, size, weight, volume) that change and those that do not change when a solid, such as ice, first melts and then evaporates.
- 100.0 DEMONSTRATE THE DIFFERENCE BETWEEN A PHYSICAL CHANGE IN A SUBSTANCE (FOR EXAMPLE: ALTERING THE SHAPE, FORM, VOLUME OR DENSITY) AND A CHEMICAL CHANGE (FOR EXAMPLE: PRODUCING NEW SUBSTANCES WITH DIFFERENT CHARACTERISTICS)--The student will be able to:
- 100.01 Chemically combine a variety of substances and determine if the resulting materials are different from the original materials (for example: muffins, flour and water paste).
 - 100.02 Know the difference between a physical change and a chemical change in a substance (for example: producing new substances with different characteristics: popcorn - kernel, popped kernel, and silver - tarnish, cleaner).
- 101.0 DEMONSTRATE PROFICIENCY IN USING THE SCIENTIFIC PROCESSES AND HABITS OF MIND TO SOLVE PROBLEMS--The student will be able to:
- 101.01 Use appropriate tools and techniques to gather, analyze and interpret data (for example: thermometers, scales, rulers, graphs).
 - 101.02 Think critically and logically to understand the relationship between evidence and explanations.
 - 101.03 Recognize and analyze alternative explanations and predications.
 - 101.04 Describe some of the contributions science and technology have made to society and evaluating their impact.
 - 101.05 Use critical and logical thinking to differentiate between observation and inferences.
 - 101.06 Interpret information about new technologies and scientific issues.

102.0 DEMONSTRATE PROFICIENCY IN UNDERSTANDING THAT SCIENCE, TECHNOLOGY,
AND SOCIETY ARE INTERWOVEN AND INTERDEPENDENT--The student will be
able to:

- 102.01 Know that no matter who works with science and mathematics
or who invents things, or when or where they do it, the
knowledge and technology that result can eventually
become available to everyone.
- 102.02 Know that computers speed up and extend people's ability
to collect, sort and analyze data, prepare research
reports, and share data and ideas with others.

READING LCP-A

**Level 0.0-1.9
(BASIC LITERACY)**

- 1.0 DEMONSTRATE MASTERY OF PREREQUISITE SKILLS TO READING--The student will be able to:
 - 1.01 Know that printed materials flow from left to right, top to bottom, front to back.
 - 1.02 Know that letters make words.
 - 1.03 Know that words make sentences.
 - 1.04 Know that there are spaces between words.
 - 1.05 Know that words on the right hand page start at the top, on the first line on the left.
- 2.0 DEMONSTRATE THE ABILITY TO RECOGNIZE SOUNDS AND THEIR ASSOCIATION WITH LETTERS--The student will be able to:
 - 2.01 Identify letters of the alphabet.
 - 2.02 Identify single consonant sounds.
 - 2.03 Identify single vowels.
 - 2.04 Identify rhyming patterns.
 - 2.05 Understand that different word order exists in statements and questions.
 - 2.06 Identify and select inflected words in a given context (for example: "ed," "ing").
 - 2.07 Identify the meaning of plural nouns.
 - 2.08 Identify possessives.
- 3.0 DEMONSTRATE KNOWLEDGE OF BASIC VOCABULARY--The student will be able to:
 - 3.01 Identify at least 50% of the Preprimer, Primer, First Grade, and Second Grade words from the Dolt list.
 - 3.02 Identify the meanings of frequently used words presented in context.
 - 3.03 Demonstrate ability to read personal information (for example: name, address, zip code, phone number, age).
 - 3.04 Dictate and read his/her own language experience stories.
- 4.0 DEMONSTRATE LITERAL COMPREHENSION SKILLS--The student will be able to:
 - 4.01 Determine the main idea of a paragraph.
 - 4.02 Identify the order of events in a paragraph.
 - 4.03 Predict what a passage is about based on its title and illustrations.
 - 4.04 Increase comprehension by rereading, re-telling, and discussing.
 - 4.05 Select material to read for pleasure.
 - 4.06 Know strategies to use to discover whether information presented in a text is true (for example: asking others, checking another source).
 - 4.07 Determine the meaning of a sentence that contains negative words.
 - 4.08 Distinguish verbs denoting the past, present, or future.
 - 4.09 Distinguish between statements, questions, and exclamations.
- 5.0 DEMONSTRATE EVALUATIVE COMPREHENSION SKILLS--The student will be able to:

- 5.01 Distinguish between real and unreal actions or events in a paragraph, assisted by discussion and/or teacher guidance.
- 6.0 DEMONSTRATE AN UNDERSTANDING OF WORD/MEDIUM CHOICE IN AFFECTING LANGUAGE--The student will be able to:
 - 6.01 Understand that word choice can shape ideas, feelings, and actions.
 - 6.02 Identify and use repetition and rhyme in oral and written text.
- 7.0 DEMONSTRATE CRITICAL AWARENESS OF LITERARY FORMS--The student will be able to:
 - 7.01 Identify the story elements of setting, character, problem, and solution/resolution.
 - 7.02 Use personal perspective in responding to a work of literature for example: relating characters and simple events in a story or biography by relating events to his/her own life).

READING LCP-B

**Level 2.0-3.9
(BEGINNING LITERACY)**

- 8.0 DEMONSTRATE THE ABILITY TO RECOGNIZE SOUNDS AND THEIR ASSOCIATION WITH LETTERS--The student will be able to:**
- 8.01 Identify consonant blends.
 - 8.02 Identify consonant digraphs.
 - 8.03 Use correct pronunciation in oral reading by recognizing some common generalizations (for example: identifying silent "e" generalization).
 - 8.04 Identify vowel combinations.
 - 8.05 Identify vowels and consonants.
 - 8.06 Identify and define compound words.
 - 8.07 Identify root words.
 - 8.08 Identify meanings of words with prefixes.
 - 8.09 Identify meanings of words with suffixes.
 - 8.10 Identify the meanings of contractions.
- 9.0 DEMONSTRATE KNOWLEDGE OF BASIC VOCABULARY--The student will be able to:**
- 9.01 Identify all of the words on the Dolch Words List, including the Third Grade List.
 - 9.02 Demonstrate knowledge of vocabulary used in basic level content texts (for example: social studies, sciences, math).
- 10.0 DEMONSTRATE LITERAL COMPREHENSION SKILLS--The student will be able to:**
- 10.01 Identify words and construct meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.
 - 10.02 Determine the main idea or essential message from a text and identify supporting information.
 - 10.03 Answer "who," "what," "where," questions about sentences or paragraphs.
 - 10.04 Follow simple written directions.
 - 10.05 Recognize the characteristics of the paragraph and stanza (verse) forms in writings (for example: indentation, poetry spacing).
 - 10.06 Use simple references to obtain information.
 - 10.07 Identify the meanings of abbreviations.
- 11.0 DEMONSTRATE INFERENTIAL COMPREHENSION SKILLS--The student will be able to:**
- 11.01 Identify the meanings of words in context using comparison and contrast clues.
 - 11.02 Identify the cause or effect implied in a paragraph.
- 12.0 DEMONSTRATE AN UNDERSTANDING OF WORD AND MEDIUM CHOICES IN AFFECTING THINKING--The student will be able to:**
- 12.01 Recognize that use of more than one medium increases the power to influence how one thinks and feels.
 - 12.02 Know the various types of mass media (including billboards, newspaper, radio, and television).

- 13.0 DEMONSTRATE AN UNDERSTANDING OF THE COMMON FEATURES OF A VARIETY OF LITERARY FORMS--The student will be able to:
- 13.01 Know the basic characteristics of fables, stories, and legends.
 - 13.02 Identify story elements including setting, plot, character, problem, and solution/resolution.
 - 13.03 Follow content text while teacher reads with emphasis on vocabulary development (for example: social studies, science and math word problems).
- 14.0 DEMONSTRATE BASIC UNDERSTANDING OF PHONICS/STRUCTURAL ANALYSIS AS TOOLS FOR READING--The student will be able to:
- 14.01 Give examples of similarities and differences in meaning by defining and using synonyms, antonyms, and homonyms.
 - 14.02 Define multiple-meaning words.
 - 14.03 Understand how punctuation such as periods, quotation marks, etc., affect text.

READING LCP-C

**Level 4.0-5.9
(INTERMEDIATE LITERATURE)**

- 15.0 DEMONSTRATE KNOWLEDGE OF BASIC VOCABULARY--The student will be able to:
- 15.01 Select from a variety of simple strategies including the use of phonics, word structure, predictions, re-telling, and visual cues to identify words and construct meaning.
 - 15.02 Use simple strategies to determine meaning and increase vocabulary for reading including the use of prefixes, suffixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships.
 - 15.03 Begin to classify nouns with similar characteristics under appropriate headings.
 - 15.04 Define and apply vocabulary words in the study of history.
 - 15.05 Define and apply vocabulary words in the study of geography.
 - 15.06 Define and apply vocabulary words in the study of government and civics.
 - 15.07 Define and apply vocabulary words in the study of science.
- 16.0 DEMONSTRATE LITERAL COMPREHENSION SKILLS--The student will be able to:
- 16.01 Determine the main idea or essential message of a text and identify relevant supporting details and facts.
 - 16.02 Identify the cause or effect expressed in a paragraph.
 - 16.03 Follow written directions.
 - 16.04 Demonstrate ability to read personal information (for example: name, address, zip code, phone number, age, social security number, occupation, place of employment).
 - 16.05 Re-tell and/or summarize previously read matter.
 - 16.06 Describe sequence of events in context.
 - 16.07 Answer "who," "what," "where," "when," "why," and "how" questions about sentences or paragraphs.
 - 16.08 Clarify understanding by re-reading, self-correction, summarizing, checking other sources, discussing in groups.
 - 16.09 Identify specific information found in a text and apply it to answer a question.
- 17.0 DEMONSTRATE INFERENTIAL COMPREHENSION SKILLS--The student will be able to:
- 17.01 Use a table of contents, index, headings, captions, and illustrations to anticipate or predict content and purpose of a reading selection.
 - 17.02 Read in context.
 - 17.03 Make logical predictions using prior knowledge, re-reading, and self-questioning strategies.
 - 17.04 Differentiate a question versus a statement.
 - 17.05 Identify the meanings of words in context using example clues, direct explanation clues, synonym clues, and/or comparison and contrast clues.
 - 17.06 Identify the pronoun referent in a sentence or paragraph.
 - 17.07 Identify the cause or effect implied in a paragraph.
 - 17.08 Identify an appropriate conclusion or generalization for a paragraph.
- 18.0 DEMONSTRATE EVALUATIVE COMPREHENSION SKILLS--The student will be able to:

- 18.01 Identify the author's purpose in a simple text.
- 18.02 Recognize whether a text is primarily intended to persuade, inform, or entertain.
- 18.03 Identify specific personal preferences relative to fiction and nonfiction reading.
- 18.04 Read and organize information for a variety of purposes including making a report, conducting interviews, taking a test, making an informed voting decision and performing a real-life task (for example: writing a letter requesting services, explaining qualifications on a job application, voicing an opinion through a letter to the editor, etc.).
- 18.05 Recognize the difference between fact and opinion presented in a text.
- 18.06 Distinguish between real and unreal actions or events in a text.
- 18.07 Recognize the use of comparison and contrast in a text.
- 18.08 Appropriately evaluate information from pictures, maps, or signs to make predictions.
- 18.09 Obtain appropriate information from diagrams, tables, graphs, or schedules.
- 18.10 Explore sources such as a dictionary, encyclopedia, atlas, directory, newspaper, or thesaurus in an effort to obtain information.
- 18.11 Obtain appropriate information from an index and a table of contents.
- 18.12 Select and use multiple representations of information such as maps, charts, and photos to gather information for research or other projects.
- 18.13 Draw conclusions from information in an article of fact or fiction.
- 18.14 Select an appropriate title for an article.
- 18.15 Evaluate claims in an advertising brochure.
- 18.16 Obtain appropriate information from commonly used forms.

19.0 DEMONSTRATE AN UNDERSTANDING OF HOW WORD AND MEDIUM AFFECT LANGUAGE--The student will be able to:

- 19.01 Understand that word choices can shape reactions, perceptions, and beliefs.
- 19.02 Recognize different techniques used in media messages and the purposes of such techniques.
- 19.03 Understand that a variety of messages can be conveyed through mass media.

20.0 DEMONSTRATE PROFICIENCY IN UNDERSTANDING HISTORICAL CHRONOLOGY AND PERSPECTIVE IN DIVERSE TEXTS--The student will be able to:

- 20.01 Compare and contrast present everyday life to that of different places and times found in reading.
- 20.02 Understand that history tells the story of people and events of other times and places in writing or through oral delivery (for example: personal experience stories).
- 20.03 Understand broad categories of time (for example: past, present, future, yesterday, today, tomorrow) and calendar time (days, weeks, months, years, decades, centuries).
- 20.04 Demonstrate some awareness of family history (for example: personal experiences stories recounting customs, beliefs, and traditions of ancestors and their homelands).

- 20.05 Identify from a text significant individual historical events and inferring and evaluating the events' effects and importance.
- 21.0 DEMONSTRATE PROFICIENCY IN UNDERSTANDING THE WORLD IN SPATIAL TERMS--The student will be able to:
- 21.01 Use a legend and other symbols to interpret information from maps and globes.
 - 21.02 Identify specific locations on maps and globes.
 - 21.03 Use a special type map, such as climate or population, for a specific purpose.
 - 21.04 Obtain appropriate information from such sources as maps, tables, graphs, or schedules.
 - 21.05 Understand the concept of time zones.
 - 21.06 Identify major geographical features on world, national, regional, and state maps.
 - 21.07 Know that areas can be classified as regions.
 - 21.08 Identify land and water terms (for example: island, ocean, lake).
 - 21.09 Identify direction on a map using a rose.
- 22.0 DEMONSTRATE AN UNDERSTANDING OF HISTORICAL INFORMATION--The student will be able to:
- 22.01 Identify major concepts and values reflected in summaries or excerpts of historical documents (for example: Declaration of Independence, the Preamble to the Constitution, etc.).
 - 22.02 Answer short answer and multiple choice comprehension questions about history texts.
 - 22.03 Summarize content of historical texts to show sequencing and cause and effect.
 - 22.04 Interpret information about U.S. states, cities, geographical features, and points of interest.
- 23.0 RECOGNIZE COMMON FEATURES OF A VARIETY OF LITERARY FORMS--The student will be able to:
- 23.01 Identify features that distinguish fiction, drama, poetry, fables, and legends.
 - 23.02 Identify major characteristics (for example: facts and opinion) of creative non-fiction, such as biography and essay.
 - 23.03 Explain the development of plot and conflict resolution in a story.
 - 23.04 Identify the characters, setting, and events presented in various texts.
- 24.0 RESPOND CRITICALLY TO FICTION, POETRY, AND DRAMA--The student will be able to:
- 24.01 Recognize cause-and-effect relationships in literary texts.
 - 24.02 Recognize the effects of language such as sensory words, rhymes, choice of vocabulary, and story structure (for example: patterns used in children's texts).
 - 24.03 Respond to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.
 - 24.04 Identify the major theme in a story.

24.05 Form his or her own ideas about what has been read in a literary text and using specific information from the text to support these ideas.

READING LCP - D

Level 6.0-8.9
(FUNCTIONAL LITERACY)

- 25.0 ASSOCIATE PATTERNS AND FUNCTIONS OF LANGUAGE--The student will be able to:
- 25.01 Understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.
 - 25.02 Understand that exceptions to the above exist.
 - 25.03 Demonstrate an awareness that language and literature are primary means by which culture is transmitted.
 - 25.04 Demonstrate an awareness of the difference between the use of English in formal and informal settings.
 - 25.05 Understand that languages change over time.
- 26.0 DEMONSTRATE KNOWLEDGE OF BASIC VOCABULARY--The student will be able to:
- 26.01 Use a variety of strategies to analyze words in context.
 - 26.02 Employ consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
 - 26.03 Use vocabulary related to history.
 - 26.04 Use vocabulary related to geography.
 - 26.05 Use vocabulary related to government and civics.
 - 26.06 Use vocabulary related to science.
 - 26.07 Use vocabulary related to the roles of an adult as citizen, parent, and worker.
- 27.0 DEMONSTRATE LITERAL COMPREHENSION SKILLS--The student will be able to:
- 27.01 Determine the main idea or essential message in printed materials.
 - 27.02 Identify relevant details, facts, and patterns of organization in printed/written materials.
 - 27.03 Use strategies to clarify meaning (for example: re-reading, note-taking, summarizing, outlining, writing a report).
 - 27.04 Identify appropriate information in an article.
 - 27.05 Answer "who," "what," "when," "where," "how," and "why" questions from an article.
 - 27.06 Identify and list appropriate information from an advertisement/brochure.
 - 27.07 Identify information in a warranty.
 - 27.08 Supply information for a variety of government and public forms and applications.
 - 27.09 Interpret and complete school registration forms.
 - 27.10 Interpret school reassignment forms.
 - 27.11 Interpret school progress reports and report cards.
- 28.0 DEMONSTRATE INFERENTIAL COMPREHENSION SKILLS--The student will be able to:
- 28.01 Predict probable outcomes from knowledge of events obtained from a reading selection.
 - 28.02 Select an appropriate title based on interpretation of a given article.
 - 28.03 Interpret information from an advertisement/brochure.

- 28.04 Interpret conditions under which a warranty applies.
 - 28.05 Identify appropriate action in a sequence of events.
 - 28.06 Identify probable causes for events or actions in a text.
- 29.0 DEMONSTRATE EVALUATIVE COMPREHENSION SKILLS--The student will be able to:
- 29.01 Understand, interpret, and/or describe distinctions between two given life choices (for example: employee benefit options, married vs. single life).
 - 29.02 Locate, organize, and interpret written information for a variety or purposes (for example: class research, collaborative decision making, class or real-world tasks).
 - 29.03 Identify an author's purpose and/or point of view in a variety of printed materials and use this information to construct meaning.
 - 29.04 Identify emotional appeals in texts.
 - 29.05 Draw conclusions by integrating information in an article.
 - 29.06 Evaluate the validity and accuracy of information by differentiating fact from opinion.
 - 29.07 Evaluate the validity and accuracy of information by differentiating strong as opposed to weak arguments.
 - 29.08 Evaluate the validity and accuracy of information by recognizing that personal values influence the conclusions an author draws.
 - 29.09 Explore a variety of reading materials to develop personal preferences in reading.
 - 29.10 Use a variety of reference materials and tools to gather information (for example: tables of contents, indices, magazines, newspapers, journals, card catalogs, computer catalogs).
- 30.0 DEMONSTRATE AN UNDERSTANDING OF WORD AND MEDIUM CHOICES AFFECTING MEANING--The student will be able to:
- 30.01 Identify language that shapes reactions, perceptions, and beliefs.
 - 30.02 Use literary devices and techniques in the comprehension and creation of written, oral, or visual communications.
 - 30.03 Distinguish between emotional and logical argument.
 - 30.04 Understand how multiple media tools such as graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.
 - 30.05 Incorporate audiovisual aids in presentations.
 - 30.06 Understand specific ways in which mass media can potentially enhance or manipulate information.
 - 30.07 Understand that laws exist that govern what can and cannot be done with mass media.
- 31.0 DEMONSTRATE SOME PROFICIENCY IN UNDERSTANDING AND INTERPRETING HISTORICAL CHRONOLOGY AND HISTORICAL PERSPECTIVE--The student will be able to:
- 31.01 Understand how individuals, ideas, decisions, and events can influence history.
 - 31.02 Understand broad categories of time in years, decades, and centuries.
 - 31.03 Understand how language, ideas, and institutions of one culture can influence other cultures (for example: through trade, exploration, and immigration).

- 31.04 Demonstrate some awareness of how major historical developments have had an impact on the development of civilizations and current lifestyles.
 - 31.05 Understand important technological developments and how they influenced human society.
 - 31.06 Understand the impact of geographical factors on the historical development of civilizations.
 - 31.07 Understand the emergence of different laws and systems of government (for example: monarchy versus republic).
 - 31.08 Demonstrate some awareness of how trade led to the exploration of other regions of the world.
 - 31.09 Analyze social, economic, and political trends.
 - 31.10 Analyze the connections and distinctions between today's issues and the past.
 - 31.11 Recognize that a person's personal experience and frame of reference influences his/her interpretation of historical events.
 - 31.12 Interpret historical information using a map legend.
- 32.0 DEMONSTRATE ABILITY TO UNDERSTAND THE WORLD IN SPATIAL TERMS--The student will be able to:
- 32.01 Use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including: patterns of land use; connections between places; patterns and processes of migration and diffusion.
 - 32.02 Locate continents, oceans, and some nations on a map.
 - 32.03 Locate and interpret information about U.S. states, cities, geographical features, and points of interest.
 - 32.04 Understand how regions are constructed according to physical criteria and human criteria.
 - 32.05 Locate and describe the physical and cultural features of major world political regions.
- 33.0 DEMONSTRATE AN UNDERSTANDING OF HISTORICAL AND GEOGRAPHICAL INFORMATION FOUND IN TEXTS--The student will be able to:
- 33.01 Summarize the major concepts and values reflected in excerpts of historical documents (for example: Declaration of Independence, the Preamble to the Constitution, select amendments to Bill of Rights) that influenced the development of our government.
 - 33.02 Understand the nature of political authority and the relationship between government and civil society in limited (democratic) versus unlimited (totalitarian) governments.
 - 33.03 Interpret information about U.S. states, cities, geographical features, and points of interest.
 - 33.04 Demonstrate some understanding of the responsibilities and procedures of local, state, and federal government and their connection to the Constitutions of Florida and the United States.
 - 33.05 Summarize written descriptions or explanations of the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments.
 - 33.06 Understand the concept of checks and balances to explain how the legislative, executive, and judicial branches share power and responsibilities.
 - 33.07 Evaluate how social, economic, or political change has affected the rights of women and minorities.

- 33.08 Recognize his/her rights in the voting process.
 - 33.09 Identify registration procedures.
 - 33.10 Interpret a voter registration form.
 - 33.11 Interpret a ballot.
 - 33.12 Understand the use of conventions, committees, and primary elections at the local, state, and federal levels.
 - 33.13 Interpret information about candidates.
 - 33.14 Interpret information about special interest groups and third parties.
 - 33.15 Interpret information and communicating personal opinion about current issues.
 - 33.16 Interpret common laws, ordinances, rules, legal forms, and documents (for example: summarizing the procedure for paying a speeding ticket, interpreting from a text the penalty for breaking a particular law, interpreting a bill, etc.).
 - 33.17 Interpret basic court procedures (for example: reading and responding to a jury summons, reading and responding to a subpoena, etc.).
- 34.0 DEMONSTRATE PROFICIENCY IN USING THE SCIENTIFIC PROCESSES AND HABITS OF MIND TO SOLVE PROBLEMS--The student will be able to:
- 34.01 Use skepticism, questioning, and open communication to interpret and apply a scientific text.
 - 34.02 Think critically and logically to make the relationship between evidence and explanations.
 - 34.03 Identify questions that can be answered through scientific investigation.
 - 34.04 Recognize the differences between given alternative explanations and predications.
 - 34.05 Read and interpret various forms of data (for example: pie charts, line graphs, etc.).
 - 34.06 Differentiate between observation and inferences.
 - 34.07 Use evidence to develop descriptions, explanations, and predictions (for example: growth of houseplant).
 - 34.08 Answer comprehension questions about scientific texts.
 - 34.09 Summarize scientific texts.
 - 34.10 Understand that scientific knowledge is subject to modification as new information challenges prevailing theories and leads to looking at old observations in a new way.
 - 34.11 Identify the place in a text where a change in one or more variable may alter the outcome of an investigation.
 - 34.12 Predict and evaluate scientific outcomes in text.
 - 34.13 Recognize when a scientific pattern is identified within a text.
- 35.0 DEMONSTRATE AN UNDERSTANDING OF THE DISTINCTIVE FEATURES IN LITERARY FORMS--The student will be able to:
- 35.01 Identify the defining characteristics of classic literature (for example: timelessness, dealing with universal themes and experiences, and communicating across cultures).
 - 35.02 Recognize complex elements of plot such as setting, character development, conflict, and resolution.
 - 35.03 Understand various elements of an author's craft including but not limited to word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion, and point of view.

- 35.04 Know how mood or meaning is conveyed in poetry through word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm.
- 35.05 Identify common themes in literature.
- 36.0 RESPOND CRITICALLY TO FICTION, POETRY, AND DRAMA--The student will be able to:
 - 36.01 Identify the effects of the attitudes and values of a time period on a specific piece of writing from that time period (for example: the societal limitations on women seen in Alcott's Little Women).
 - 36.02 Respond to a work of literature by interpreting selected phrases, sentences, or passages and apply the information to personal life.
 - 36.03 Know that a literary text may elicit a wide variety of valid responses.
 - 36.04 Know ways in which literature reflects the diverse voices of people from various backgrounds.
 - 36.05 Identify specific questions of personal importance and seeking to answer them through literature.
 - 36.06 Identify specific interests and the literature that will satisfy those interests.
 - 36.07 Know how a literary selection can expand or enrich personal viewpoints or experiences.

LANGUAGE ARTS LCP-A

Level 0.0-1.9
(BASIC LITERACY)

- 1.0 DEMONSTRATE BEGINNING KNOWLEDGE OF THE PROCESS OF WRITING--The student will be able to:
 - 1.01 Write legible capital and lower case letters.
 - 1.02 Group letters to form words.
 - 1.03 Space words to form sentences.
 - 1.04 Produce legible cursive manuscript handwriting.
 - 1.05 Copy printed or written material.
- 2.0 APPLY THE RULES OF CAPITALIZATION--The student will be able to:
 - 2.01 Capitalize the first letter of the first word of a sentence.
 - 2.02 Capitalize the pronoun "I".
 - 2.03 Capitalize the first letters in the names of persons.
 - 2.04 Capitalize common titles (for example: Mr., Mrs., Ms., Dr., Miss).
 - 2.05 Capitalize proper nouns.
 - 2.06 Capitalize commonly used abbreviations for proper nouns (for example: GED).
- 3.0 APPLY THE RULES OF PUNCTUATION--The student will be able to:
 - 3.01 Distinguish between statements, questions, and exclamations when presented orally.
 - 3.02 Use a period to punctuate a simple declarative sentence.
 - 3.03 Use a question mark to punctuate a simple question.
 - 3.04 Use an exclamation point to punctuate an exclamatory sentence.
 - 3.05 Use a period to complete abbreviation of common titles used as proper nouns (for example: Mr., Mrs., Ms., Dr.).
- 4.0 DEMONSTRATE CONTROL OF SOME STRUCTURAL AND GRAMMATICAL CONCEPTS AND RULES--The student will be able to:
 - 4.01 Identify nouns and verbs.
 - 4.02 Identify simple functions of the following parts of speech: subject, verb, noun, adjective, pronoun.
 - 4.03 Make subjects and verbs agree.
 - 4.04 Write statements using appropriate word order.
 - 4.05 Write questions using appropriate word order.
- 5.0 DEMONSTRATE ORGANIZING INFORMATION INTO LOGICAL GROUPINGS AND ORDERS--The student will be able to:
 - 5.01 Classify pictures and shapes under appropriate headings.
 - 5.02 Arrange pictures in an appropriate sequential pattern.
 - 5.03 Arrange up to three events in sequential order.
 - 5.04 Group words that name familiar objects that are similar.
 - 5.05 Distinguish among statements, questions, and exclamations orally and then in writing.
- 6.0 DEMONSTRATE UNDERSTANDING OF WRITING AS COMMUNICATION--The student will be able to:
 - 6.01 Compose and revise short simple and compound sentences related to a topic.

- 6.02 Write a short message (for example: "Jack, I will not be home until 2:00. Mary").
- 6.03 Write telephone numbers from dictation.
- 6.04 Organize and write a list (for example: things to do, groceries to buy).

7.0 DEMONSTRATE SPEAKING SKILLS--The student will be able to:

- 7.01 Speak clearly and audibly in large or small group settings.
- 7.02 Ask questions to seek answers and further explanation of other people's ideas.
- 7.03 Convey meaning and ideas by speaking effectively in conversations with others.

8.0 DEMONSTRATE ABILITY TO UNDERSTAND COMPUTERS--The student will be able to:

- 8.01 Recognize basic terminology associated with computers (for example: hardware, software, mouse, monitor, boot up, disc, cursor, keyboard).
- 8.02 Identify the basic parts of a computer (for example: mouse, keyboard, monitor, disc drive).
- 8.03 Demonstrate appropriate use and care of computer hardware and software (for example: can insert a disc properly, can use mouse to move cursor, etc.).

LANGUAGE ARTS LCP-B

Level 2.0-3.9
(BEGINNING LITERACY)

- 9.0 DEMONSTRATE BEGINNING KNOWLEDGE OF THE CONVENTIONS OF STANDARD WRITTEN ENGLISH--The student will be able to:
- 9.01 Sign name in legible cursive handwriting.
 - 9.02 Write words and short sentences from dictation.
 - 9.03 Write days of the week.
 - 9.04 Write dates and numbers.
- 10.0 APPLY THE RULES OF CAPITALIZATION--The student will be able to:
- 10.01 Capitalize a simple greeting and the first word of the closing of a letter.
 - 10.02 Capitalize the first letter of the first word of a sentence, question, or exclamation.
- 11.0 APPLY THE RULES OF PUNCTUATION--The student will be able to:
- 11.01 Use a comma between city and state.
 - 11.02 Use a comma between the day of the month and the year.
 - 11.03 Use a comma after the greeting and after the closing of a friendly letter.
 - 11.04 Use a comma to set off proper names in direct address.
 - 11.05 Use an apostrophe to form contractions.
- 12.0 DEMONSTRATE CONTROL OF SOME STRUCTURAL AND GRAMMATICAL CONCEPTS AND RULES--The student will be able to:
- 12.01 Identify the subject within a sentence.
 - 12.02 Identify the predicate within a sentence.
 - 12.03 Write the singular and plural forms of nouns.
 - 12.04 Write declarative sentences having compound subjects and/or verbs.
 - 12.05 Write the appropriate forms of common regular and irregular verbs (for example: am/is/are, was/were, has/have, go/went, sell/sold).
 - 12.06 Make nouns and pronouns agree.
 - 12.07 Distinguish use of "the," "a," and "an."
- 13.0 ORGANIZE INFORMATION INTO LOGICAL GROUPINGS AND ORDERS--The student will be able to:
- 13.01 Classify words name objects with similar characteristics under appropriate headings.
 - 13.02 Identify sentences and non-sentences.
 - 13.03 Generate heading for groups of words.
 - 13.04 Construct the telling of an event in chronological order.
- 14.0 DEMONSTRATE AN UNDERSTANDING AND PURPOSE OF WRITING--The student will be able to:
- 14.01 Make a plan for writing that includes a central topic and at least two related ideas.
 - 14.02 Draft and revise simple writings that express ideas clearly.
 - 14.03 Compose a short letter.
 - 14.04 Address an envelope.

- 14.05 Complete a simple form stating personal information (for example: name, complete address and telephone number, date of birth, employer, emergency contact).
 - 14.06 Write questions and observations about familiar topics, stories, and/or new experiences in draft form.
 - 14.07 Use prior knowledge and experience to describe experiences and/or to write for familiar occasions, audiences, and purposes in draft form.
 - 14.08 Compose simple sets of instructions for tasks using logical sequencing of at least three steps.
- 15.0 DEMONSTRATE SPEAKING SKILLS--The student will be able to:
- 15.01 Use eye contact and simple gestures to enhance communications.
 - 15.02 Orally present written responses to questions to class members and instructor.
- 16.0 DEMONSTRATE ABILITY TO USE BASIC COMPUTER OPERATIONS--The student will be able to:
- 16.01 Start and end basic computer programs appropriately.
 - 16.02 Identify and find a web address.

LANGUAGE ARTS LCP-C

Level 4.0-5.9

(INTERMEDIATE LITERACY)

- 17.0 APPLY RULES OF PUNCTUATION--The student will be able o
- 17.01 Use periods, question marks, and exclamation points to correctly end sentences.
 - 17.02 Use commas to separate words in a series.
 - 17.03 Use a comma before the conjunction in compound sentences in come cases.
 - 17.04 Use an apostrophe to show the possessive noun.
- 18.0 APPLY RULES OF CAPITALIZATION--The student will be ale o:
- 18.01 Capitalize proper nouns including:
 - names
 - days of the week
 - months of the year
 - holidays
 - book and magazine titles
 - countries
 - states
 - rivers
 - continents
 - 18.02 Capitalize commonly-used abbreviations for proper nouns (for example: FL, NAACP, HRS, etc.).
 - 18.03 Capitalize titles of books, poems, songs, television shows, and movies.
- 19.0 DEMONSTRATE COMPETENCY IN SPELLING--The student will be able to:
- 19.01 Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.
 - 19.02 Spell all words on the Dolch list, levels preprimer through third grade.
 - 19.03 Use a dictionary to spell words having phonetically regular beginnings.
 - 19.04 Apply generalizations for adding common suffixes.
- 20.0 OBSERVE CONVENTIONS OF EDITING--The student will be able to:
- 20.01 Find and correct spelling errors, including homonyms.
 - 20.02 Find and correct punctuation errors.
 - 20.03 Find and correct capitalization errors.
- 21.0 APPLY STRUCTURAL AND GRAMMATICAL RULES OF WRITING--The student will be able to:
- 21.01 Identify the complete subject of a statement.
 - 21.02 Identify the complete subject of a question.
 - 21.03 Identify the simple subject of a statement.
 - 21.04 Identify the simple subject of a question.
 - 21.05 Identify compound subjects.
 - 21.06 Identify compound predicates.
 - 21.07 Identify commands with an understood subject.
 - 21.08 Identify complete predicates.
 - 21.09 Identify verbs in the context of simple and compound sentences.
 - 21.10 Identify parts of speech including:

pronouns
adjectives
adverbs
conjunctions
prepositions
interjections

- 21.11 Write declarative sentences having compound subjects and/or predicates.
- 21.12 Write the appropriate forms of common regular and irregular verbs.
- 21.13 Distinguish present tenses.
- 21.14 Distinguish past tenses.
- 21.15 Distinguish future tenses.
- 21.16 Use nominative and objective cases correctly.
- 21.17 Identify phrases.
- 21.18 Identify dependent clauses.
- 21.19 Write correctly worded and punctuated sentences using phrases.
- 21.20 Use a variety of sentence structures in speech and writing.
- 21.21 Recognize and create logical paragraph breaks in writing.
- 21.22 Indent paragraphs.
- 21.23 Identify passive voice (for example: The man was hurt).

22.0 COMMUNICATE IDEAS AND INFORMATION THROUGH THE WRITING PROCESS--The student will be able to:

- 22.01 Prepare for writing by:
 - verbally brainstorming thoughts
 - recording thoughts in writing
 - focusing on a central idea
 - grouping related ideas
 - identifying purposes for writing
- 22.02 Demonstrate an awareness of topic and audience.
- 22.03 Demonstrate a logical organizational pattern including a beginning, middle, and ending.
- 22.04 Effectively use common words, supporting details, and transitional devices.
- 22.05 Draft and revise writing that focuses on the topic.
- 22.06 Demonstrate a sense of completeness or wholeness throughout a written text.
- 22.07 Organize information using alphabetical and numerical systems.
- 22.08 Draft, revise and edit for a variety of occasions, audiences, and purposes including:
 - recipes
 - telephone messages
 - friendly letters
 - business letters
 - post cards
 - journals
 - letters to the editor
 - notes to children's teachers
 - income tax forms
 - employment forms
 - short answer and essay exams
 - short essays

23.0 MAKE A CONNECTION BETWEEN READING AND THE WRITING PROCESS--The student will be able to:

- 23.01 Use electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.
- 23.02 Draft, revise, and edit for a variety of academic occasions, audiences, and purposes including: quizzes and tests that involve short expository responses in which ideas and details follow an organizational pattern and answer a particular question; brief summaries of information read and/or learned from another source reports combining information from several sources and apply the information to one main idea (for example: writing a descriptive report on dolphins and using information from a book, a web site and an encyclopedia); short personal narratives in which ideas, details, and events are in a logical order and are relevant to the story line.
- 23.03 Draft, revise, and edit for a variety of content areas including:
 - geography
 - history
 - science
 - government and civics
 - literature
- 24.0 DEMONSTRATE SPEAKING SKILLS--The student will be able to:
 - 24.01 Speak clearly at an understandable rate and use appropriate volume.
 - 24.02 Ask questions and make comments and observations to clarify understanding of content, processes, and experience.
 - 24.03 Speak for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational and imaginative presentations.
 - 24.04 Use eye contact and gestures that engage the audience.
 - 24.05 Participate as a contributor and occasionally act as a leader in a group discussion.
 - 24.06 Organize a speech using a basic beginning, middle, and ending.
- 25.0 PERFORM COMPUTER ACTIVITIES--The student will be able to:
 - 25.01 Demonstrate the steps necessary to "boot up" a computer system (i.e., DOS, Windows, Macintosh).
 - 25.02 Utilize computer directories to locate files.
 - 25.03 Understand advantages and disadvantages of computers.
 - 25.04 Create documents using a word processing program.
 - 25.05 Keyboard material from handwritten copy.
 - 25.06 Demonstrate proper keyboarding techniques while using an instructional program.
 - 25.07 Retrieve, interpret, and record computerized information (for example: finding and printing information from a web site).
 - 25.08 Demonstrate good housekeeping at workstation.

LANGUAGE ARTS LCP-D

LEVEL 6.0-8.9
(FUNCTIONAL LITERACY)

- 26.0 DEMONSTRATE AN UNDERSTANDING OF STRUCTURAL AND GRAMMATICAL RULES OF WRITING--The student will be able to:
- 26.01 Sustain a consistent point of view within a paragraph.
 - 26.02 Sustain a consistent point of view throughout a multiple paragraph text.
 - 26.03 Maintain consistent tense within a paragraph.
 - 26.04 Develop appropriate tense use throughout a multiple paragraph text.
 - 26.05 Use multiple organizational strategies within paragraphs (for example: chronological, hierarchical, topical, etc.).
 - 26.06 Create paragraphs divisions in an extended text and marking them through indentation.
 - 26.07 Write paragraphs with stated or implied topical sentences.
 - 26.08 Write paragraphs with clear connections between all sentences.
 - 26.09 Write paragraphs with transition sentences.
 - 26.10 Appropriately use all forms of punctuation including:
 - semicolons between two independent clauses
 - commas in complex sentences
 - colons
 - quotation marks
 - apostrophes
 - periods to correctly mark a complete sentence form
 - 26.11 Appropriately use capitalization.
 - 26.12 Construct agreement between subjects and verbs in all types of sentence structures and lengths.
 - 26.13 Consistently use the correct forms of irregular verbs.
 - 26.14 Correctly apply the singular and plural forms of nouns.
 - 26.15 Correctly use the nominative and objective cases of pronouns (for example: she/her).
 - 26.16 Write a variety of sentence types.
- 27.0 DEMONSTRATE AN UNDERSTANDING OF THE FUNCTIONS OF THE PARTS OF SPEECH--The student will be able to:
- 27.01 Identify all parts of speech, including:
 - nouns
 - verbs
 - adjectives
 - adverbs
 - conjunctions
 - prepositions
 - interjections
 - adverbial
 - 27.02 Identify how parts of speech work in a particular sentence (for example: noun used as an object instead of a subject).
 - 27.03 Identify parts of the sentence, including:
 - subject, complete and simple
 - verb
 - predicate, simple and complete
 - phrases
 - clauses
 - 27.04 Explore how the parts of a sentence create meaning in a sentence (for example: phrases used as adverbs, subordination of independent clauses).

28.0 COMMUNICATE IDEAS AND INFORMATION IN WRITING--The student will be able to:

- 28.01 Brainstorm ideas in writing.
- 28.02 Organize information before writing according to the topic, purpose, and audience.
- 28.03 Draft and revise all types of writing so that it: is focused, purposeful, and reflects insight into the writing situation conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas including beginning, middle, and ending.
- 28.04 Demonstrate a commitment to and an involvement with the subject; uses creative writing strategies appropriate to the purpose of the paper.
- 28.05 Demonstrate continuity of purpose, style, voice and tense; contains sentences that are arresting and use dynamic vocabulary.
- 28.06 Edit writing to produce final documents which have:
 - correct spelling
 - correct punctuation
 - correct capitalization
 - correct subject and verb agreement
 - tense consistency
 - point of view consistency
- 28.07 Understand the difference between plagiarism and student-generated text.
- 28.08 Create a bibliography.
- 28.09 Communicate ideas and information in writing about:
 - geography
 - history
 - government and civics
 - science
 - literature

29.0 DEMONSTRATE APPROPRIATE SPEAKING SKILLS--The student will be able to:

- 29.01 Understand how volume, stress, pacing, and pronunciation can positively or negatively effect an oral presentation.
- 29.02 Ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- 29.03 Speak for various occasions, audiences, and purposes.

30.0 DEMONSTRATE COMPETENCY OF THE COMPUTER TO ENHANCE PERSONAL LEARNING AND EXPERIENCES--The student will be able to:

- 30.01 Create documents using a word processing program.
- 30.02 Apply problem solving to research.
- 30.03 Use the special skills unique to graphic communications technology to produce a product (for example: inserting pictures in text, creating a table, etc.). Speak for various occasions, audiences, and purposes.
- 30.04 Apply keyboarding skills to interdisciplinary activities.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: General Education Promotion
Program Type: Adult Education
Occupational Area: N/A
Program Number: 9900010
Course Number: 9900010
CIP Number: 1532.010202
Grade Level: 30, 31
Length: 90 hours
Certification: Any field when certification reflects Bachelor or higher

- I. **PURPOSE:** The purpose of this program is to prepare students for academic and personal success through obtaining the necessary credits required to meet their personal educational goals whether it is high school completion, successful completion of a vocational training course, or completion of any other academic subject that is not purely vocational in nature. This program strives to motivate students to utilize the acquired skills in the workforce and to achieve career and vocational training and job placement success.
- II. **PROGRAM STRUCTURE:** General Education Promotion (GEP) is graded and characterized by individualized, self-paced instructional modules and performance based evaluation. Placement into the program is based on an individual needs assessment (refer to Rule 6A-6.014, FAC). A variety of resources including computers, tape recorders, cassette players, videos, CD-ROMS, and interactive videos may be used in GEP courses. Modifications to equipment and curriculum or special accommodations may be required based on student need.

This program framework is correlated to the Sunshine State Standards (see Florida Course Code Descriptions for Grades 6-12, Basic and Adult Education Manual). The standards are benchmarked. Benchmarks describe the student achievement that the state will hold schools accountable for students learning in the subject areas of language arts, mathematics, science, social studies, the arts (music, visual arts, dance, theater), health, physical education, and foreign languages. The domains, strands, standards and benchmarks, which comprise the Sunshine State Standards, are State Board of Education adopted. Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards.

Program Procedures include the following:

- A. Determining eligibility for enrollment:
 - 1. Declaration of intent or withdrawal form for students 16 or 17 years of age.
 - 2. Legal withdrawal from elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
- B. Diagnosing learning difficulties as necessary.
- C. Prescribing individualized instruction.
- D. Correlating subject areas with Sunshine State Standards.
- E. Managing learning activities.
- F. Evaluating student progress.

- III. **INTENDED OUTCOMES:** Except as provided elsewhere in law, the graduation requirements for adults shall be the same as those for secondary students. To obtain a regular adult education diploma, a student must earn twenty-four credits, successfully complete the HSCT, and maintain a GPA in accordance with State of Florida guidelines. Requirements for a adult high school diploma, Rule 232.246, F.S., are:

Language Arts	4 Credits
Mathematics	3 Credits
Social Studies	3 Credits
Science	3 Credits
Life Management Skills	1/2 Credits
Practical Arts/Performing Arts	1 Credit
Electives	9 1/2 Credits
TOTAL:	24 Credits

Algebra I is required for all 9th grade or adult education students entering in the fall 1996-97 and thereafter.

Social Studies requirements include one credit each in American History and World History and one-half credit each in American Government and Economics. The adult High School Credit Program provides courses of study leading to completion of credits and passing of state mandated assessments necessary to qualify for a high school diploma. A cumulative grade point average of 2.0 on a 4.0 scale is required for all 9th grade or adult education students entering fall 1997-98.

Practical Arts Career Education or Exploratory Career Education includes one credit from any vocational secondary or eligible Postsecondary course, as identified in Section 5 (Vocational) of the Course Code Directory. This may be used to satisfy the Practical Arts requirement. Selected exceptional student education vocational courses may be used to meet this requirement for students with exceptionalities (except Gifted). Any course in music, dance, drama, painting or sculpture may be used to satisfy the Performing Arts requirements. A course in any art form, in addition to painting and sculpture that requires manual dexterity or a course in speech or debate may be used to satisfy this Performing Arts requirement. A combination of 1/2 credit from Practical Arts and 1/2 credit from Performing Arts will satisfy this requirement.

Physical education is not required.

IV. **GRADE LEVEL CLASSIFICATION:**

9th Grade = 0-6 Credits	11th Grade = 13-18 Credits
10th Grade = 7-12 Credits	12th Grade = 19 or more Credits

V. **USE OF 9900010 PROGRAM NUMBER:**

Rule 6A-6.011, Florida Administrative Code (FAC), provides that a student taking an adult education course required for high school credit is an adult education student. The instruction should be consistent with the secondary curriculum frameworks. When this occurs, the adult education course number (9900010) for General Education Promotion can be used for the adult education course(s). The definition of GEP from the Course Code Directory indicates

that this is the appropriate course number for adult education instruction. The credit from adult education course(s) can be transferred to the high school program in a particular course of instruction.

- VI. **SPECIAL NOTE:** For reporting purposes, when a student successfully completes three 1/2 credit courses during the same term, a new section number must be created for every additional course into which that student is enrolled.

- VII. **ADULT EDUCATION CERTIFICATION REQUIREMENTS:** The Course Code Directory provides the certification coverage appropriate for an individual to teach or render service in specific areas or fields. Section 231.1725(1)(b), Florida Statutes, provides that, notwithstanding Chapter 231 or any other provisions of law or rules to the contrary; each school board shall establish minimal qualifications for part-time and full-time adult education instructors. This standard gives districts the discretion to limit instruction to field of coverage.

For accreditation by the Southern Association of Colleges and Schools (SACS), instructors of co-enrolled students must meet the certification requirements defined in Standards of the Commission on Secondary Schools. These standards require that instructional personnel shall have a certificate or college major in the field of work for which they are responsible for the major portion of the school day.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: General Educational Development (GED) Prep
Program Type: Adult Education
Program Number: 9900020
CIP Number: 1532.010201
Grade Level: 30, 31
Length: 900 Hours
Certification: Any Academic

- I. **PURPOSE:** The purpose of this program is to prepare students for academic and personal success through obtaining the necessary skills required to pass the Official GED Test and be awarded a State of Florida High School Diploma. This program strives to motivate students not only to obtain a GED but also to utilize the acquired skills in the workforce and to achieve career and vocational training and job placement success.

This program is composed of various components that include:

- A. Areas of Academic Instruction
- | | | | | |
|----------|----------------|---------|-----|-----|
| GED Prep | Writing | 9900021 | LCP | A |
| GED Prep | Social Studies | 9900022 | LCP | B |
| GED Prep | Science | 9900023 | LCP | C |
| GED Prep | Literature | 9900024 | LCP | D |
| GED Prep | Mathematics | 9900025 | LCP | E |
| GED Prep | Comprehensive | 9900026 | LCP | A-E |
- B. Related Areas of Instruction
- Study, Reference and Test Taking Skills
 - Workforce Readiness Skills
 - Basic Computer Literacy

- II. **PROGRAM STRUCTURE:** The GED program is non-graded and characterized by open-entry/open-exit, self-paced instructional modules, flexible schedules, and performance based evaluation. The program is divided into six literacy completion points (LCPs) which may be taken individually or as an entire program. Reading and technology are integral parts of each literacy completion point and are integrated into the curriculum. Placement into the program is based on an individual needs assessment (refer to State Board of Education Rule 6A-6.014, FAC, General Requirements for Adult General Education Program).

A variety of resources, including computers, tape recorders, cassette players, videos, CD-ROMS, interactive videos, GED TV and assignments, may be used in GED courses. Modifications to equipment and curricula or special accommodations may be required based on student need.

The program framework is correlated to the achievement levels of the Sunshine State Standards using the following format: subject, strand, standard, and benchmark at level 4, i.e. 9-12 grade levels. An example of this format is LA.B.1.2. The Applied Technology Framework utilizes the same format: subject, strand, standard, and benchmark at level 5, i.e. grade levels 13-14, adult. The GED program also integrates the Goal 3 Student Performance Standards of the Florida System of School Improvement

and Accountability as appropriate to the content and processes of the subject matter.

Program procedures include the following:

- A. Determine eligibility for enrollment:
 - 1. Declaration of intent or withdrawal form for students age 16 and 17.
 - 2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
 - 3. Student does not have a State of Florida recognized diploma.
- B. Diagnosing learning difficulties as necessary.
- C. Prescribing individualized instruction.
- D. Correlating GED subject areas with the Sunshine State Standards and SCANS competencies.
- E. Managing learning activities.
- F. Evaluating student progress.

III. **SPECIAL NOTE:** When a student with a disability is enrolled in an adult education class with modifications to the curriculum framework, the particular accommodations must be specified in the student's Adult Individual Educational Plan (AIEP)

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

The standard length of this program is 900 hours.

LCP-A	Writing	250 hours
LCP-B	Social Studies	75 hours
LCP-C	Science	75 hours
LCP-D	Literature	250 hours
LCP-E	Mathematics	250 hours
LCP-A-E	Comprehensive	900 hours

IV. **INTENDED OUTCOMES:** After successfully completing appropriate coursework for each literacy completion point (LCP) of this program, the student will be able to pass the Official GED Test in each area with a minimum score as prescribed in Rule 6A-6.02, FAC and will be able to:

- 01.0 Demonstrate and apply advanced language skills through writing and communicating ideas effectively.
- 02.0 Demonstrate and apply advanced reading skills using selections in history, geography, political science, economics, and behavior science.
- 03.0 Demonstrate and apply advanced reading skills using selections in biology, chemistry, earth science, and physics.
- 04.0 Demonstrate and apply advanced reading skills using selections in various literary genres using fiction, non-fiction, poetry, and drama literary forms.

- 05.0 Demonstrate advanced mathematics skills in calculation and application problems.
- 06.0 Demonstrate basic study, test taking, and reference skills appropriate to the GED program.
- 07.0 Demonstrate acceptable job acquisition/job retention skills.
- 08.0 Demonstrate basic computer literacy skills.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: General Education Development
Program Number: 9900020

Literacy Completion Point A - GED Prep, Writing Skills

01.0 DEMONSTRATE AND APPLY ADVANCED LANGUAGE SKILLS THROUGH WRITING AND COMMUNICATING IDEAS EFFECTIVELY--The student will be able to:

- 01.01 Apply basic rules of mechanics including capitalization, punctuation, and spelling. (LA.B.1.3)
- 01.02 Apply basic rules of grammar usage, including use of verbs, nouns, pronouns, and modifiers. (LA.B.1.3)
- 01.03 Apply basic rules of sentence structure, including phrases, clauses, and sentences. (LA.B.1.3)
- 01.04 Plan and compose well-organized writing samples on a given topic, utilizing the rules of standard English grammar and spelling. (LA.B.1.1, LA.B.2.3)
- 01.05 Plan and compose a well-organized essay of approximately two hundred words on a given topic, utilizing the rules of standard English grammar and spelling. (LA.B.1.1, LA.B.1.2, LA.B.1.3)
- 01.06 Plan and compose workplace/life skill documents (i.e. letter of intent, resumes, employment applications, job descriptions, interview questions and responses, insurance forms, and consumer concerns). (LA.B.2.1, AT.A.1.1)

Literacy Completion Point B - GED Prep, Social Studies Skills

02.0 DEMONSTRATE AND APPLY READING SKILLS USING SELECTIONS IN HISTORY, GEOGRAPHY, POLITICAL SCIENCE, ECONOMICS, AND BEHAVIORAL SCIENCE--The student will be able to:

- 02.01 Interpret and apply social studies information through the use of advanced reading comprehension skills. (SS.A.1.1)
- 02.02 Apply general social studies knowledge to a wide range of situations.
- 02.03 Analyze social studies data and use that analysis to explore relationships among ideas.
- 02.04 Analyze and evaluate information for validity and make judgments based on that evaluation. (SS.C.1.3, LA.A.2.7, LA.A.2.8)
- 02.05 Utilize maps, graphs, charts and tables from a variety of sources. (SSB.1.1, LA.B.1.3f)
- 02.06 Research and document the use of technology in the local community.
- 02.07 Assess local community data (i.e. demographics, natural resources, and geography) and its effects on the local industry. (AT.G.1.1)
- 02.08 Identify barriers to education and employment and propose solutions. (S.C.1.1)
- 02.09 Analyze the interrelationship of the employer and employee (i.e. legal and ethical rights in the workplace). (AT.F.1.1)

Literacy Completion Point C - GED Prep, Science Skills

03.0 DEMONSTRATE AND APPLY ADVANCED READING SKILL, USING SELECTIONS IN BIOLOGY, CHEMISTRY, EARTH SCIENCE, AND PHYSICS--The student will be able to:

- 03.01 Interpret and apply scientific reading material using of basic reading comprehension skills. (SC.H.1.1, LA.A.1.1)
- 03.02 Apply general scientific knowledge to a variety of situations. (SC.H.3.3)
- 03.03 Analyze scientific information and use that analysis to explore relationships among ideas. (SC.H.3.3, LA.A.2.7)
- 03.04 Analyze and evaluate scientific data and make judgments related to that information. (SC.H.1.6, LA.A.2.8)
- 03.05 Analyze and communicate health and safety issues in the workplace and the community. (AT.H.1.1)

Literacy Completion Point D - GED Prep, Literature Skills

04.0 DEMONSTRATE AND APPLY ADVANCED READING SKILLS, USING SELECTIONS IN VARIOUS LITERARY GENRES INCLUDING FICTION, NONFICTION, POETRY, AND DRAMA LITERACY FORMS--The student will be able to:

- 04.01 Identify the main idea and supporting details of a reading selection. (LA.A.2.1, LA.E.2.5)
- 04.02 Develop inferences and logical conclusions from reading passages. (LA.E.2.7, LA.E.2.8)
- 04.03 Apply reading comprehension skills using a wide range of literature and art materials. (LA.E.1.1)
- 04.04 Critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas. (LA.A.2.8, LA.E.2.1, LA.E.2.6)

Literacy Completion Point E - GED Prep, Mathematics Skills

05.0 DEMONSTRATE ADVANCED MATHEMATICS SKILLS IN CALCULATION AND APPLICATION PROBLEMS--The student will be able to:

- 05.01 Perform basic operations with whole numbers. (MA.A.1.1, MA.A.3.3)
- 05.02 Perform basic operations with common fractions. (MA.A.1.4, MA.A.3.3)
- 05.03 Perform basic operations with decimals. (MA.A.1.4, MA.A.3.3)
- 05.04 Perform basic operations with percentages. (MA.A.1.4, MA.A.3.3)
- 05.05 Apply concepts and solve problems regarding the use of measurements, both standard and metric. (MA.B.1.2, MA.B.2.1, MA.B.2.2)
- 05.06 Apply basic principles of algebra including: ratio and proportion, signed numbers, basic equations, multi-step algebraic word problems, and the usage of algebraic formulas. (MA.D.1.2, MA.D.2.1)
- 05.07 Apply basic principles of geometry including the usage of geometry formulas in area, perimeter, and volume. (MA.B.3.1, MA.C.1.1, MA.C.3.1)
- 05.08 Operate a scientific calculator. (MA.A.3.3, MA.E.2.2, MA.3.2.3)
- 05.09 Apply mathematical principles to workplace/life situations. (MA.B.4.2, MA.A.4.1, MA.A.5.1, SS.D.1.2, AT.B.1.5, AT.C.1.1)
- 05.091 Develop a personal/business budget, financial plan, and cash flow projection.

- 05.092 Reconcile income and expense accounts (i.e. balancing checking accounts).
- 05.093 Complete simple tax forms.
- 05.094 Evaluate insurance costs and benefits.
- 05.095 Calculate retirement/investment benefits.
- 05.10 Interpret and analyze tables, charts, and graphs. (MA.E.1.1, MA.E.1.3, MA.B.2.2)

Literacy Completion Point A-E - GED Prep Comprehensive

Writing, Social Studies, Science, Literature, Mathematics, Study, Reference, and Test Taking Skills, Employability Behaviors, and Computer Literacy (900 hours)

Related Skills---These skills are not required elements of the Official GED Test; however, they are instrumental in enhancing an individual's workforce readiness.

Study, Test-Taking, and Reference Skills

- 06.0 DEMONSTRATE BASIC STUDY, TEST TAKING AND REFERENCE SKILLS APPROPRIATE TO THE GED PROGRAM.** The instruction in related skills is based on individual need and may include, but is not limited to, the following. The student will be able to....

- 06.01 Identify and use a variety of resources and reference materials. (LA.A.2.4, LA.A.2.6, LA.A.2.7, LA.A.2.8)
- 06.02 Interpret graphs, charts, diagrams, maps and tables. (MA.E.1.1, MA.E.1.3, MA.B.2.2)
- 06.03 Develop and apply note-taking skills. (LA.B.2.1)
- 06.04 Develop and apply study skills. (LAB.2.2)
- 06.05 Develop and apply test-taking skills. (LA.E.2.1, LA.A.2.8, LA.B.2.1)
- 06.06 Coordinate tasks and work assignments to develop team building. (LA.B.2.2, LA.C.3.2)
- 06.07 Demonstrate and apply appropriate time management. (AT.B.1.4)

Workplace Readiness Skills

- 07.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION/JOB RETENTION SKILLS--**The instruction in employability skills is based on individual need and may include, but is not limited to, the following. The student will be able to:
- 07.01 Prepare workplace related documents (i.e. employment application, cover letter and resume). (LA.B.1.1, LA.B.1.2, LA.B.1.3, LA.B.2.1, LA.B.2.2, LA.B.2.3, LA.B.2.4)
 - 07.02 Demonstrate interview skills. (LA.C.3.4)
 - 07.03 Participate in a job search program in career related industry. (LA.B.1.1, LA.B.1.2, LA.B.1.3, LA.B.2.1, LA.B.2.2, LA.B.2.3, LA.B.2.4)
 - 07.04 Research and discuss professional conduct in the workplace. (AT.I.1.1)
 - 07.05 Demonstrate sensitivity to gender and cultural bias in social, academic, and life situations. (LA.D.1.1, LA.D.1.2)

Basic Computer Literacy

08.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS--The instruction in computer literacy is based on individual need and may include, but is not limited to, the following:

- 08.01 Demonstrate a basic understanding of computer operating systems. (LA.B.2.4)
- 08.02 Demonstrate a basic understanding of software applications. (LA.B.2.4)
- 08.03 Develop Internet/Intranet literacy. (LA.B.2.4)

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Adult General Education Adult Life Stages
Program Number: 9900030
CIP Number: 1532.010203
Grade Level: 30,31
Length: Variable
Certification: Any Academic

- I. **PURPOSE:** The purpose of this course is to provide specialized adult education for adults at least 55 years of age and older. This program of study will explore the psychological and physiological changes which take place during the various stages of an adult's life. It will also include an exploration of community resources available to adults 55 years of age and older.

The content should include, but is not limited to, implications of aging, adult socialization opportunities, health issues, security issues, and social services. Additionally, this course includes selected competencies in job readiness and workplace readiness skills designed to meet the needs of elderly adults who may have been employed and may need retraining or who are entering the workforce.

- II. **PROGRAM STRUCTURE:** Adult Life Stages is a non-credit course which may be considered as a program itself or may be repeated to make up a program. This program/course has one Literacy Completion Point (LCP). Mastery of competencies and student performance standards for this program/course must be documented in the student instructional file.

- III. **SPECIAL NOTE:** This course may be offered as a complete program or segments of specialization designed to meet the specified need(s) of the elderly adult student. It is not intended that students will progress through the performance standards sequentially. The instructor may present topic centered lessons which integrate skills from several areas.

Classroom activities and materials which appeal to students with a variety of learning styles and which incorporate the previous knowledge and experience of the learners are suggested.

- IV. **INTENDED OUTCOMES:** After successfully completing the program, the student will be able to:

- 01.0 Demonstrate an understanding of the implications of the aging process on the older adult.
- 02.0 Demonstrate how the older adult relates to society and the workplace.
- 03.0 Identify the rights and duties associated with government and government functions in the United States as they relate to the older adult.
- 04.0 Demonstrate an awareness of the issues, programs, and problems of an economic nature which are important in today's society as they relate to the older adult.
- 05.0 Demonstrate knowledge of issues related to health care for older adults.

- 06.0 Demonstrate an understanding of the changing behaviors of people as they grow older.
- 07.0 Demonstrate knowledge of ways the older adult may safeguard self and property.
- 08.0 Demonstrate knowledge of social services available to older adults and how to access them.
- 09.0 Demonstrate self-advocacy and self-determination skills.
- 10.0 Demonstrate work-related skills and job readiness for entry into the workforce.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Adult General Education Adult Life Stages
Program Number: 9900030

- 1.0 DEMONSTRATE AN UNDERSTANDING OF THE IMPLICATIONS OF THE AGING PROCESS ON THE OLDER ADULT--The student will be able to:
 - 1.01 Explain some of the misunderstandings surrounding the biological aging process.
 - 1.02 Demonstrate an understanding of the theories of aging and their relation to current aging research.
 - 1.03 Demonstrate an understanding of how and why age discrimination and ageism continues to exist in contemporary American society.
 - 1.04 Demonstrate knowledge about the common sociological myths and stereotypes surrounding older people.
 - 1.05 Demonstrate an understanding of retirement and its ramifications.
 - 1.06 Demonstrate an understanding of various lifestyle changes brought about by retirement.
 - 1.07 Demonstrate knowledge of the physical and emotional changes commonly occurring during later life stages.
 - 1.08 Be cognizant of the myths and stereotypes of sexuality in older adults.
 - 1.09 Be knowledgeable about ways of handling death and dying in modern society.
 - 1.10 Be cognizant of specific emotional needs of the dying client.
 - 1.11 Understand the function of grief and bereavement.
- 2.0 DEMONSTRATE HOW THE OLDER ADULT RELATES TO SOCIETY AND THE WORKPLACE--The student will be able to:
 - 2.01 Identify cultural activities which are of interest to older adults.
 - 2.02 List cultural opportunities available.
 - 2.03 Explore areas of cultural interest.
 - 2.04 Demonstrate an understanding of the spiritual needs of adults and how they might be used to improve the quality of life.
 - 2.05 Demonstrate an understanding of individual life and family history.
- 3.0 IDENTIFY THE RIGHTS AND DUTIES ASSOCIATED WITH GOVERNMENT AND GOVERNMENT FUNCTIONING IN THE UNITED STATES AS THEY RELATE TO THE OLDER ADULT--The student will be able to:
 - 3.01 Review the rights, duties and responsibilities of citizens.
 - 3.02 Identify and illustrate ways in which the rights and privileges associated with being a citizen may be facilitated through advocacy.
 - 3.03 Identify information on the form and content of legal documents.
 - 3.04 Demonstrate knowledge of various levels of government structure.
 - 3.05 Review the rights of an employee and the responsibilities of the employer related to discrimination in the workplace, especially age discrimination.

- 4.0 DEMONSTRATE AN AWARENESS OF THE ISSUES, PROGRAMS, AND PROBLEMS OF AN ECONOMIC NATURE WHICH ARE IMPORTANT IN TODAY'S SOCIETY AS THEY RELATE TO THE OLDER ADULT--The student will be able to:
- 4.01 Illustrate ways in which the social society system works.
 - 4.02 List specific problems related to economics.
 - 4.03 Demonstrate knowledge which will assist older persons in recognizing and avoiding consumer fraud and swindling schemes often aimed at the elderly.
- 5.0 DEMONSTRATE KNOWLEDGE OF ISSUES RELATED TO HEALTH CARE FOR OLDER ADULTS--The student will be able to:
- 5.01 Identify methods of achieving and maintaining a level of wellness which will allow the older adult to remain independent and function at optimal level.
 - 5.02 Demonstrate knowledge which will assist the older person to recognize and identify the common degenerative conditions associated with increased aging.
 - 5.03 Demonstrate an understanding of common health problems of older adults.
 - 5.04 Review alternative ways of dealing with common health problems of older adults.
- 6.0 DEMONSTRATE AN UNDERSTANDING OF THE CHANGING BEHAVIORS OF PEOPLE AS THEY GROW OLDER--The student will be able to:
- 6.01 List emotional reactions in adults and how they affect mental and physical health.
 - 6.02 Identify how stress affects the older person.
 - 6.03 Identify later life changes in personality, self-concept, self-esteem, and their implications.
 - 6.04 Recognize life review as a process needed to complete the last development stage of life.
- 7.0 DEMONSTRATE KNOWLEDGE OF THE WAYS THE OLDER ADULT MAY SAFEGUARD SELF AND PROPERTY--The student will be able to:
- 7.01 Identify techniques to safeguard property.
 - 7.02 Identify procedures to protect oneself from bodily harm.
 - 7.03 Distinguish between legitimate and fraudulent telephone solicitations.
- 8.0 DEMONSTRATE KNOWLEDGE OF SOCIAL SERVICES AVAILABLE TO OLDER ADULTS AND HOW TO ACCESS THEM--The student will be able to:
- 8.01 List social services available to older adults.
 - 8.02 Identify the location of special social service agencies.
 - 8.03 Identify the social service agency appropriate for various needs.
- 09.0 DEMONSTRATE SELF-ADVOCACY AND SELF-DETERMINATION SKILLS--The student will be able to:
- 9.01 Express personal needs.
 - 9.02 Evaluate own needs and interests.
 - 9.03 Use information to make choices.
 - 9.04 Make plans based on personal choices.
 - 9.05 Expedite activities based on decision making.
 - 9.06 Evaluate outcomes and make adjustment.

10.0 DEMONSTRATE WORK-RELATED SKILLS AND JOB READINESS FOR ENTRY INTO THE WORKFORCE--The student will be able to:

- 10.01 Demonstrate the ability to follow directions.
- 10.02 Demonstrate appropriate behaviors related to task completion.
- 10.03 Participate effectively in group settings/on a team.
- 10.04 Demonstrate awareness of jobs and job responsibilities.
- 10.05 Respond appropriately to constructive criticism.
- 10.06 Demonstrate realistic career goals.
- 10.07 Conduct a job search.
- 10.08 Complete job applications and other work-related documents.
- 10.09 Participate in a job selection and interview process.
- 10.10 Demonstrate basic banking and budgeting skills.
- 10.11 Identify and use reliable transportation.

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: English for Limited English Proficient Adults
 Program Number: 9900400
 Course Title: Adult English for Speakers of Other Languages (ESOL)
 Course Number: 9900040
 CIP Number: 1532.010300
 Grade Level: 30, 31
 Certification: Any Academic

- I. **PURPOSE:** The purpose of this course is to provide English language instruction for limited English proficient adults which will increase their ability to communicate in English.

The content is compatible with principles of language acquisition for adult learners of English and includes skills useful in Workplace Life and Academic applications. Skills are integrated into reading, writing, speaking and listening formats.

- II. **LABORATORY ACTIVITIES:** Language Laboratory is a recommended option.

- III. **PROGRAM STRUCTURE:** Adult ESOL is a non-credit course which is designed to prepare students to communicate effectively in a multi-faceted society. This course is divided into seven Literacy Completion Points (LCP). Progress through levels (LCP's) may be measured by approved standardized test or documentation of mastery of competencies.

Other courses in this program include Adult Vocational English for Speakers of Other Languages (VESOL), Workplace Readiness Skills and Citizenship.

- IV. **SPECIAL NOTE:** It is not intended that students will progress through the performance standards sequentially. The Instructor may present topic centered lessons which integrate skills from several areas.

Adult Secondary ESOL will be added for the 1999-2000 school year.

Curriculum materials chosen for this course should be adult oriented, at the appropriate language and literacy proficiency levels, current and culturally sensitive.

Classroom activities and materials which appeal to students with a variety of learning styles and which incorporate the previous knowledge and experience of the learners are suggested.

The Intended Outcomes and Performance Standards have been developed to facilitate documentation of learning gains. Several skills are repeated at multiple levels (LCP). This is purposeful since: (1) Mastery of certain skills is judged to require more time than is available in one level and (2) Certain skills which are of critical importance must be learned. Students, when initial placement is at intermediate or higher, must have an opportunity to learn those skills.

- IV. **INTENDED OUTCOMES:** After successfully completing the appropriate level for each (LCP) Literacy Completion Point of this program, the student will be able to:

WORKPLACE DEVELOPMENT SKILLS

- 01.0 Demonstrate English skills necessary to obtain employment.
- 02.0 Demonstrate English skills necessary to maintain employment.
- 03.0 Demonstrate English skills necessary for career advancement.
- 04.0 Demonstrate English skills necessary to access applied technology.

LIFE SKILLS

- 05.0 Demonstrate English skills necessary for effective interpersonal communication.
- 06.0 Demonstrate English skills necessary for effective telephone communication.
- 07.0 Demonstrate English skills necessary to communicate effectively on health and nutrition topics.
- 08.0 Demonstrate English skills necessary to understand U.S. concepts of time and money and how to use those skills to function.
- 09.0 Demonstrate English skills necessary to access transportation and travel.
- 10.0 Demonstrate English skills necessary to understand safety and security issues.
- 11.0 Demonstrate English skills necessary to understand consumer education issues.
- 12.0 Demonstrate English skills necessary to utilize government and community resources.
- 13.0 Demonstrate English skills necessary to understand issues relative to environment and the world.
- 14.0 Demonstrate English skills necessary for family and parenting in U.S. society.

ACADEMIC SKILLS

- 15.0 Demonstrate English skills necessary to listen effectively.
- 16.0 Demonstrate English skills necessary to speak effectively.
- 17.0 Demonstrate English skills necessary to read effectively.
- 18.0 Demonstrate English skills necessary to write effectively.
- 19.0 Demonstrate English skills necessary to understand grammar applications.
- 20.0 Demonstrate English skills necessary for development of pronunciation skills.

WORKPLACE SKILLS

- 21.0 Demonstrate English skills necessary to obtain employment.
- 22.0 Demonstrate English skills necessary to maintain employment.
- 23.0 Demonstrate English skills necessary for career advancement.
- 24.0 Demonstrate English skills necessary to access applied technology.

LIFE SKILLS

- 25.0 Demonstrate English skills necessary for effective interpersonal communication.
- 26.0 Demonstrate English skills necessary for effective telephone communication.
- 27.0 Demonstrate English skills necessary to communicate effectively on

- health and nutrition topics.
- 28.0 Demonstrate English skills necessary to understand U.S. concepts of time and money and how to use those skills to function.
 - 29.0 Demonstrate English skills necessary to access transportation and travel.
 - 30.0 Demonstrate English skills necessary to understand safety and security issues.
 - 31.0 Demonstrate English skills necessary to understand consumer education issues.
 - 32.0 Demonstrate English skills necessary to utilize government and community resources.
 - 33.0 Demonstrate English skills necessary to understand issues relative to environment and the world.
 - 34.0 Demonstrate English skills necessary for family and parenting in U.S. society.

ACADEMIC SKILLS

- 35.0 Demonstrate English skills necessary to listen effectively.
- 36.0 Demonstrate English skills necessary to speak effectively.
- 37.0 Demonstrate English skills necessary to read effectively.
- 38.0 Demonstrate English skills necessary to write effectively.
- 39.0 Demonstrate English skills necessary to understand grammar applications.
- 40.0 Demonstrate English skills necessary for development of pronunciation skills.

LITERACY COMPLETION POINT LCP-C High Beginning SPL 4 900 Hours

WORKPLACE SKILLS

- 41.0 Demonstrate English skills necessary to obtain employment.
- 42.0 Demonstrate English skills necessary to maintain employment.
- 43.0 Demonstrate English skills necessary for career advancement.
- 44.0 Demonstrate English skills necessary to access applied technology.

LIFE SKILLS

- 45.0 Demonstrate English skills necessary for effective interpersonal communication.
- 46.0 Demonstrate English skills necessary for effective telephone communication.
- 47.0 Demonstrate English skills necessary to communicate effectively on health and nutrition topics.
- 48.0 Demonstrate English skills necessary to understand U.S. concepts of time and money and how to use those skills to function.
- 49.0 Demonstrate English skills necessary to access transportation and travel.
- 50.0 Demonstrate English skills necessary to understand safety and security issues.
- 51.0 Demonstrate English skills necessary to understand consumer education issues.
- 52.0 Demonstrate English skills necessary to utilize government and community resources.
- 53.0 Demonstrate English skills necessary to understand issues relative to environment and the world.
- 54.0 Demonstrate English skills necessary for family and parenting in U.S. society.

ACADEMIC SKILLS

- 55.0 Demonstrate English skills necessary to listen effectively.
- 56.0 Demonstrate English skills necessary to speak effectively.
- 57.0 Demonstrate English skills necessary to read effectively.
- 58.0 Demonstrate English skills necessary to write effectively.
- 59.0 Demonstrate English skills necessary to understand grammar applications.
- 60.0 Demonstrate English skills necessary for development of pronunciation skills.

LITERACY COMPLETION POINT **LCP-D Low Intermediate SPL 9 900 Hours**

WORKPLACE SKILLS

- 61.0 Demonstrate English skills necessary to obtain employment.
- 62.0 Demonstrate English skills necessary to maintain employment.
- 63.0 Demonstrate English skills necessary for career advancement.
- 64.0 Demonstrate English skills necessary to access applied technology.

LIFE SKILLS

- 65.0 Demonstrate English skills necessary for effective interpersonal communication.
- 66.0 Demonstrate English skills necessary for effective telephone communication.
- 67.0 Demonstrate English skills necessary to communicate effectively on health and nutrition topics.
- 68.0 Demonstrate English skills necessary to understand U.S. concepts of time and money and how to use those skills to function.
- 69.0 Demonstrate English skills necessary to access transportation and travel.
- 70.0 Demonstrate English skills necessary to understand safety and security issues.
- 71.0 Demonstrate English skills necessary to understand consumer education issues.
- 72.0 Demonstrate English skills necessary to utilize government and community resources.
- 73.0 Demonstrate English skills necessary to understand issues relative to environment and the world.
- 74.0 Demonstrate English skills necessary for family and parenting in U.S. society.

ACADEMIC SKILLS

- 75.0 Demonstrate English skills necessary to listen effectively.
- 76.0 Demonstrate English skills necessary to speak effectively.
- 77.0 Demonstrate English skills necessary to read effectively.
- 78.0 Demonstrate English skills necessary to write effectively.
- 79.0 Demonstrate English skills necessary to understand grammar applications.
- 80.0 Demonstrate English skills necessary for development of pronunciation skills.

LITERACY COMPLETION POINT **LCP-E High Intermediate SPL 6900 Hours**

WORKPLACE SKILLS

- 81.0 Demonstrate English skills necessary to obtain employment.
- 82.0 Demonstrate English skills necessary to maintain employment.
- 83.0 Demonstrate English skills necessary for career advancement.
- 84.0 Demonstrate English skills necessary to access applied technology.

LIFE SKILLS

- 85.0 Demonstrate English skills necessary for effective interpersonal communication.
- 86.0 Demonstrate English skills necessary for effective telephone communication.
- 87.0 Demonstrate English skills necessary to communicate effectively on health and nutrition topics.
- 88.0 Demonstrate English skills necessary to understand U.S. concepts of time and money and how to use those skills to function.
- 89.0 Demonstrate English skills necessary to access transportation and travel.
- 90.0 Demonstrate English skills necessary to understand safety and security issues.
- 91.0 Demonstrate English skills necessary to understand consumer education issues.
- 92.0 Demonstrate English skills necessary to utilize government and community resources.
- 93.0 Demonstrate English skills necessary to understand issues relative to environment and the world.
- 94.0 Demonstrate English skills necessary for family and parenting in U.S. society.

ACADEMIC SKILLS

- 95.0 Demonstrate English skills necessary to listen effectively.
- 96.0 Demonstrate English skills necessary to speak effectively.
- 97.0 Demonstrate English skills necessary to read effectively.
- 98.0 Demonstrate English skills necessary to write effectively.
- 99.0 Demonstrate English skills necessary to understand grammar applications.
- 100.0 Demonstrate English skills necessary for development of pronunciation skills.

LITERACY COMPLETION POINT

LCP-F

Advanced SPLL

1170 Hours

WORKPLACE SKILLS

- 101.0 Demonstrate English skills necessary to obtain employment.
- 102.0 Demonstrate English skills necessary to maintain employment.
- 103.0 Demonstrate English skills necessary for career advancement.
- 104.0 Demonstrate English skills necessary to access applied technology.

LIFE SKILLS

- 105.0 Demonstrate English skills necessary for effective interpersonal communication.
- 106.0 Demonstrate English skills necessary for effective telephone communication.
- 107.0 Demonstrate English skills necessary to communicate effectively on health and nutrition topics.
- 108.0 Demonstrate English skills necessary to understand U.S. concepts of time and money and how to use those skills to function.
- 109.0 Demonstrate English skills necessary to access transportation and

- travel.
- 110.0 Demonstrate English skills necessary to understand safety and security issues.
 - 111.0 Demonstrate English skills necessary to understand consumer education issues.
 - 112.0 Demonstrate English skills necessary to utilize government and community resources.
 - 113.0 Demonstrate English skills necessary to understand issues relative to environment and the world.
 - 114.0 Demonstrate English skills necessary for family and parenting in U.S. society.

ACADEMIC SKILLS

- 115.0 Demonstrate English skills necessary to listen effectively.
- 116.0 Demonstrate English skills necessary to speak effectively.
- 117.0 Demonstrate English skills necessary to read effectively.
- 118.0 Demonstrate English skills necessary to write effectively.
- 119.0 Demonstrate English skills necessary to understand grammar applications.
- 120.0 Demonstrate English skills necessary for development of pronunciation skills.

LITERACY COMPLETION POINT LCP-G Adult Secondary ESOL
will be added to the Curriculum Frameworks for this course in July 1999.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: English for Limited English Proficient Adults
Program Number: 9900400
Course Number: 9900040

LITERACY COMPLETION POINT LCP-A Literacy/Foundations 1170 Hours

WORKPLACE READINESS SKILLS

01.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 01.01 Recognize entry level jobs and occupations.
- 01.02 Identify workplaces of various occupations.
- 01.03 Recognize procedures for applying for a job.
- 01.04 Complete a simplified job application form with assistance.
- 01.05 Transfer information from one job application to another with assistance.
- 01.06 Recognize and demonstrate appropriate behavior for the job interview and how to present a positive image.
- 01.07 Demonstrate ability to respond to basic interview questions.
- 01.08 Recognize required forms of identification for employment (ex. Social security card, photo identification, etc.).
- 01.09 Understand the concept of benefits at work (ex. Health and life insurance, retirement, vacation, sick days, leaves, etc.).

02.0 DEMONSTRATE ENGLISH SKILLS TO MAINTAIN EMPLOYMENT--The student will be able to:

- 02.01 Demonstrate ability to ask for assistance on the job.
- 02.02 Demonstrate ability to ask for clarification of oral instructions.
- 02.03 Demonstrate understanding of standards and requirements at work.
- 02.04 Recognize safety procedures appropriate to the job.
- 02.05 Demonstrate ability to read a simple work schedule.
- 02.06 Recognize procedure for absences and tardiness.
- 02.07 Recognize pay stub and deductions.

03.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR CAREER ADVANCEMENT--The student will be able to:

- 03.01 Identify job promotion requirements.
- 03.02 Set education and employment goals.
- 03.03 Recognize importance of interpersonal communication skills on the job.

04.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:

- 04.01 Demonstrate knowledge of operating equipment necessary for home and work.

LIFE SKILLS

05.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE INTERPERSONAL COMMUNICATION--The student will be able to:

- 05.01 Use appropriate greetings, introductions and farewells.
- 05.02 Identify self and personal information (ex. name, address, telephone number, etc.).
- 05.03 Express likes and dislikes.
- 05.04 Express feelings and emotions.
- 05.05 Use and respond to polite expressions such as please, thank you, excuse me.
- 05.06 Express negative emotions in ways that are culturally appropriate to the U.S.

06.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE TELEPHONE COMMUNICATION--The student will be able to:

- 06.01 Demonstrate ability to use basic residential telephones.
- 06.02 Answer the telephone and respond or express a lack of understanding.
- 06.03 Recognize and identify emergency vocabulary and use of 911.
- 06.04 Recognize and identify a telephone book.
- 06.05 Recognize and identify a telephone calling card.
- 06.06 Recognize and identify a telephone bill.

07.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE EFFECTIVELY ON HEALTH AND NUTRITION TOPICS--The student will be able to:

- 07.01 Recognize and identify basic body parts.
- 07.02 Recognize basic vocabulary relating to illness and accidents (ex. headaches, stomachache, backache, toothache, My - hurts, etc.).
- 07.03 Identify basic health care providers and facilities (ex. doctor, nurse, dentist, hospital, clinic, health department, emergency room, etc.).
- 07.04 Request a doctor's appointment and read an appointment card.
- 07.05 Identify various medications, their usage and request assistance with dosage.
- 07.06 Recognize requirements for immunizations.
- 07.07 Identify personal hygiene products and daily grooming routines.
- 07.08 Demonstrate understanding of medical insurance including Medicare, Medicaid and other insurance providers.
- 07.09 Identify basic foods and food groups.
- 07.10 Recognize healthy and unhealthy eating and the importance of maintaining a balanced diet.

08.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND U.S. CONCEPTS OF TIME AND MONEY AND HOW TO USE THOSE SKILLS TO FUNCTION--The student will be able to:

- 08.01 Tell time using analog and digital clocks.
- 08.02 Identify days of the week using words and abbreviations.
- 08.03 Identify months of the year using words and abbreviations.
- 08.04 Demonstrate the use of a calendar.
- 08.05 Convert dates to numbers (ex. June 4, 1997 = 6/4/97 or 06/04/97, etc.).
- 08.06 Recognize cardinal and ordinal numbers.
- 08.07 Recognize U.S. currency.

- 08.08 Recognize symbols relating to money and reads prices (dollar/cent signs, decimal point)
- 08.09 Recognize a check and a money order and read amount.
- 09.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS TRANSPORTATION AND TRAVEL--The student will be able to:
 - 09.01 Identify basic types of transportation.
 - 09.02 Identify signs using sight words and symbols (ex. enter, exit, push, pull, men, women, caution, no smoking, no swimming, etc.).
 - 09.03 Use vocabulary to ask for and give simple directions(ex. turn left, turn right, go straight, next to, between, in front of, behind, etc.).
 - 09.04 Recognize and identify signs and symbols for transportation (ex. arrows, directional signs, bus signs, etc.).
 - 09.05 Demonstrate understanding of local personal and public transportation options (ex. buses, taxi cabs, cars, etc.).
 - 09.06 Identify safe driving practices (ex. seat belts, child safety restraints, etc.).
- 10.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND SAFETY AND SECURITY ISSUES--The student will be able to:
 - 10.01 Demonstrate understanding of common safety procedures (ex. walking, biking, etc.).
 - 10.02 Demonstrate ability to respond to emergency procedures.
 - 10.03 Demonstrate understanding of warning signs (ex. poison, flammable, danger, etc.).
- 11.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND CONSUMER EDUCATION ISSUES--The student will be able to:
 - 11.01 Name and state the cost of food items.
 - 11.02 Recognize and interpret concept of measurements (ex. cup, quart, gallon, pound, etc.).
 - 11.03 Name and state cost of basic clothing items.
 - 11.04 Recognize and identify basic American clothing sizes (S, M, L, XL).
 - 11.05 Identify types of housing (ex. apartment, house, mobile home, etc.).
 - 11.06 Identify basic utilities (ex. water, gas, electric, telephone, cable, etc.).
- 12.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UTILIZE GOVERNMENT AND COMMUNITY RESOURCES--The student will be able to:
 - 12.01 Identify basic government agencies (ex. post office, social security, health department, Department of Children and Families, etc.).
 - 12.02 Identify community services (ex. hospital, police, fire, public schools, library, parks and recreation areas, etc.).
 - 12.03 Demonstrate ability to purchase stamps and mail a package.
 - 12.04 Demonstrate understanding of U.S. holidays and social customs.
 - 12.05 Identify the current U.S. President and state and local officials.

13.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND ISSUES RELATIVE TO ENVIRONMENT AND THE WORLD--The student will be able to:

- 13.01 Identify seasons and weather.
- 13.02 Identify appropriate responses to weather emergencies (ex. hurricanes, tornadoes, floods, etc.).
- 13.03 Locate the United States on a world map.
- 13.04 Locate Florida on a map.
- 13.05 Identify county of residence.
- 13.06 Locate city of residence on a map.
- 13.07 Identify key elements of recycling.

14.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR FAMILY AND PARENTING IN U.S. SOCIETY--The student will be able to:

- 14.01 Identify family relationships (ex. mother, father, daughter, son, etc.).
- 14.01 Recognize compulsory schooling for children 6-16 and the importance of regular school attendance.
- 14.02 Recognize procedure for enrolling a child in school and day care (ex. registration, immunizations, physical, birth certificate, etc.).
- 14.03 Recognize importance of communication between home and school.
- 14.04 Recognize proper care of children (ex. requirement of food, shelter, hygiene, child care providers, etc.).
- 14.05 Recognize parent's responsibility for children's education, supervision and welfare.
- 14.06 Develop awareness of acceptable and unacceptable U.S. disciplinary practices.

ACADEMIC SKILLS

15.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO LISTEN EFFECTIVELY--The student will be able to:

- 15.01 Recognize and identify alphabet and numbers.
- 15.02 Recognize and link letters and sounds.
- 15.03 Recognize basic questions and provides appropriate answers.
- 15.04 Recognize personal information and provide appropriate responses.
- 15.05 Recognize and identify basic vocabulary related to life skills topics.
- 15.06 Recognize mood of a speaker based on verbal and non-verbal cues.

16.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO SPEAK EFFECTIVELY--The student will be able to:

- 16.01 State alphabet and numbers.
- 16.02 State letters and link sounds.
- 16.03 Ask and answer basic questions.
- 16.04 Provide personal information in simple social or work related conversations.
- 16.05 Use basic vocabulary in simple conversations related to life skills topics.
- 16.06 Demonstrate appropriate voice volume and eye contact in simple conversations.

17.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO READ EFFECTIVELY--The student will be able to:

- 17.01 Recognize and discriminate among basic shapes.
- 17.02 Recognize and discriminate among basic colors.
- 17.03 Recognize numbers 1-10, increasing gradually to 100.
- 17.04 Recognize and discriminate among lower case letters.
- 17.05 Recognize and discriminate among upper case letters.
- 17.06 Read alphabet and numbers.
- 17.07 Read sight words related to life skills topics.
- 17.08 Read personal information.
- 17.09 Read basic questions and answers.
- 17.10 Read basic vocabulary related to life skills topics.
- 17.11 Demonstrate ability to match pictures with corresponding words.
- 17.12 Demonstrate ability to match basic words and pictures using a picture dictionary.

18.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO WRITE EFFECTIVELY--The student will be able to:

- 18.01 Trace shapes and numbers.
- 18.02 Trace and write upper and lower case letters.
- 18.03 Trace and write numbers 1-10 increasing gradually to 100.
- 18.04 Print vocabulary for name (first, middle, last).
- 18.05 Print address (ex. number, street, city, state, zip code, etc.).
- 18.06 Trace and sign name (signature).
- 18.07 Fill out a simple personal information form and sign name.
- 18.08 Write sight words.
- 18.09 Write basic questions and answers.
- 18.10 Write basic vocabulary related to life skills topics.

19.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND GRAMMAR APPLICATIONS--The student will be able to:

- 19.01 Verbs:
 - use present tense "to be" in the affirmative, negative, yes/no questions, short answers
 - use present continuous in the affirmative, negative, yes/no questions, short answers
 - use simple present tense in the affirmative, negative, yes/no questions, short answers.
- 19.02 Use the modal:
 - "can" in the affirmative, negative, yes/no questions, short answers.
- 19.03 Use adverbials
 - here, there, today, tomorrow, yesterday
 - use demonstratives this, that
 - use information questions who, what, when, where
 - use common & proper nouns in topic areas
 - use pronouns personal pronouns: I, you, she, he, it, we, they
 - use the prepositions in, at, from, on, for, with, of, under, next to, between, in front of, behind use the articles a, an, the.

20.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR DEVELOPMENT OF PRONUNCIATION SKILLS--The student will be able to:

- 20.01 Pronounce letters of the alphabet and numbers.
- 20.02 Spell and pronounce personal information.
- 20.03 Pronounce basic questions.

- 20.04 Pronounce basic vocabulary related to life skills topics.
- 20.05 Pronounce consonants and sounds associated with consonants.
- 20.06 Pronounce vowels and sounds associated with vowels.
- 20.07 Distinguish between consonants and vowels.

LITERACY COMPLETION POINT

LCP-B Low Beginning

900 Hours

WORKPLACE SKILLS

- 21.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:
 - 21.01 Identify different kinds of jobs.
 - 21.02 Interpret simple help-wanted ads (ex. newspapers, bulletin boards, etc.).
 - 21.03 Describe personal work experience and skills.
 - 21.04 Demonstrate ability to fill out a simple job application without assistance.
 - 21.05 Recognize and demonstrate appropriate behavior for job interviews and how to present a positive image.
 - 21.06 Respond appropriately to interview questions.
 - 21.07 Produce required forms of identification upon request.
 - 21.08 Demonstrate understanding of social security, income tax deductions, and tax forms.
- 22.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:
 - 22.01 Demonstrate understanding of U.S. work ethic.
 - 22.02 Demonstrate understanding of employment expectations (ex. punctuality, etc.).
 - 22.03 Respect work rules, regulations and safety.
 - 22.04 Demonstrate understanding of basic instruction.
 - 22.05 Identify parts of a pay stub and deductions.
 - 22.06 Understand the importance of treating coworkers in a polite and respectful manner.
 - 22.07 Demonstrate ability to ask for clarification.
- 23.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR CAREER EMPLOYMENT--The student will be able to:
 - 23.01 Identify job promotion requirements.
 - 23.02 Use interpersonal communication skills at work.
 - 23.03 Demonstrate importance of cooperation.
 - 23.04 Explore additional educational opportunities.
 - 23.05 Demonstrate positive attitude.
- 24.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:
 - 24.01 Demonstrate knowledge of operating equipment necessary for home.
 - 24.02 Demonstrate knowledge of operating equipment necessary for work.

LIFE SKILLS

- 25.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE INTERPERSONAL COMMUNICATION--The student will be able to:
- 25.01 Demonstrate ability to report personal information (ex. gender, marital status, etc.).
 - 25.02 Demonstrate ability to make simple request.
 - 25.03 Demonstrate ability to make appropriate formal and informal introductions, greetings, and farewells (ex. hand shake, hugs, kisses, etc.).
 - 25.04 Use polite words to accept and decline offers.
 - 25.05 Describe feelings and emotions.
 - 25.06 Express negative emotions in ways which are culturally appropriate to the U.S.
- 26.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE TELEPHONE COMMUNICATION--The student will be able to:
- 26.01 Demonstrate ability to request operator assistance.
 - 26.02 Use appropriate telephone greetings.
 - 26.03 Write telephone messages.
 - 26.04 Leave appropriate messages on answering machines/voice mail.
 - 26.05 Demonstrate understanding of basic parts of a phone bill.
 - 26.06 Demonstrate understanding of phone cards.
 - 26.07 Demonstrate ability to operate public and cellular phones and pagers.
 - 26.08 Demonstrate use of 911.
- 27.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE EFFECTIVE ON HEALTH AND NUTRITION TOPICS--The student will be able to:
- 27.01 Identify body parts.
 - 27.02 Communicate symptoms and injuries.
 - 27.03 Identify various health care providers and facilities (ex. emergency room, doctor, nurse, dentist, hospital, clinic, health department, etc.).
 - 27.04 Understand and follow basic doctors' instructions.
 - 27.05 Demonstrate ability to follow first aid procedures.
 - 27.06 Request doctor's appointment and read an appointment card.
 - 27.07 Read and interpret information on medicine labels.
 - 27.08 Identify basic foods and food groups.
 - 27.09 Demonstrate understanding of basic nutritional information on food labels.
 - 27.10 Identify basic personal hygiene products and daily grooming routines.
 - 27.11 Demonstrate ability to report an accident and describe injuries.
 - 27.12 Demonstrate an understanding of medical insurance including Medicare, Medicaid and other insurance providers.
 - 27.13 Understand requirements for immunizations.
- 28.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND U.S. CONCEPTS OF TIME AND MONEY AND HOW TO USE THOSE SKILLS TO FUNCTION--The student will be able to:
- 28.01 Identify and use ordinal and cardinal numbers.
 - 28.02 Interpret clock time.
 - 28.03 Identify days of the week.

- 28.04 Identify months of the year.
 - 28.05 Convert dates to numbers (ex. April 19, 1997 = 4/19/97 or 04/19/97, etc.).
 - 28.06 Count, convert, and use coins and U.S. currency.
 - 28.07 Recognize differences between checking and savings accounts.
 - 28.08 Record information in checkbook and savings registers.
 - 28.09 Identify parts of a check.
 - 28.10 Write a check.
- 29.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS TRANSPORTATION AND TRAVEL--The student will be able to:
- 29.01 Demonstrate ability to follow simple instructions related to geographical directions (N, S, E, W).
 - 29.02 Identify different kinds of transportation.
 - 29.03 Read and understand traffic signs.
 - 29.04 Demonstrate understanding of local personal/public transportation options (ex. buses, taxi cabs, etc.).
 - 29.05 Demonstrate understanding of travel fares, and practices (ex. exact change, tips, etc.).
 - 29.06 Identify proper documents related to transportation documents (ex. drivers' license, insurance card, registration, passport, etc.).
 - 29.07 Interpret basic transportation schedules.
 - 29.08 Identify safe driving practices (ex. seat belts, child safety restraints, etc.).
- 30.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND SAFETY AND SECURITY ISSUES--The student will be able to:
- 30.01 Demonstrate understanding of safety warnings.
 - 30.02 Demonstrate understanding of preparation and procedures for natural disasters.
 - 30.03 Demonstrate knowledge of emergency procedures at home and work.
 - 30.04 Interpret product label directions, warning, danger signs, and symbols.
- 31.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND CONSUMER EDUCATION ISSUES--The student will be able to:
- 31.01 Write shopping lists for specific purpose (ex. meals, house cleaning, school supplies, etc.).
 - 31.02 Identify food packaging and label options.
 - 31.03 Read price tags, labels and expiration dates.
 - 31.04 Read ads and compare prices (ex. clothes, cars, etc.).
 - 31.05 Demonstrate understanding of the use of coupons.
 - 31.06 Identify types of housing (ex. apartment, house, mobile, home, etc.).
 - 31.07 Identify basic utility companies (ex. water, gas, electric, etc.).
- 32.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UTILIZE GOVERNMENT AND COMMUNITY RESOURCES--The student will be able to:
- 32.01 Demonstrate understanding of holidays and social customs.
 - 32.02 Identify places in the community.
 - 32.03 Describe places in the community.
 - 32.04 Read maps.
 - 32.05 Ask for, give, and follow directions.
 - 32.06 Identify city services.

- 33.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND ISSUES RELATIVE TO ENVIRONMENT AND THE WORLD--The student will be able to:
- 33.01 Demonstrate cultural and linguistic sensitivities.
 - 33.02 Demonstrate understanding of environmental rules and regulations.
 - 33.03 Develop awareness of international foods, customs, and clothing.
 - 33.04 Develop awareness of other nationalities.
 - 33.05 Identify states on a U.S. map.

- 34.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR FAMILY AND PARENTING IN U.S. SOCIETY--The student will be able to:
- 34.01 Use vocabulary words to describe family members (ex. mother, father, daughter, son, etc.).
 - 34.02 Locate neighborhood school/day care and follow enrollment procedures.
 - 34.03 Demonstrate ability to select appropriate clothing for weather.
 - 34.04 Develop awareness of State discipline rules.
 - 34.05 Demonstrate understanding of parental responsibilities.
 - 34.06 Demonstrate importance of communication between home and school.

ACADEMIC SKILLS

- 35.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO LISTEN EFFECTIVELY--The student will be able to:
- 35.01 Listen and follow simple instructions.
 - 35.02 Listen to short conversations and answer questions.
 - 35.03 Identify specific words from a group of closely related words.
 - 35.04 Discriminate beginning, middle and ending sounds.
 - 35.05 Demonstrate ability to identify the tone of a speaker.
- 36.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO SPEAK EFFECTIVELY--The student will be able to:
- 36.01 Answer simple questions related to a topic.
 - 36.02 Demonstrate ability to engage in class discussions.
 - 36.03 Generate sentences according to a given structure.
 - 36.04 Demonstrate ability to produce statements and questions in proper word order.
 - 36.05 Demonstrate ability to use WH-questions.
- 37.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO READ EFFECTIVELY--The student will be able to:
- 37.01 Demonstrate ability to engage and comprehend in silent and oral exercises.
 - 37.02 Engage in various reading exercises.
 - 37.03 Demonstrate sequential ordering of events.
 - 37.04 Determine the main idea in a simple paragraph.
 - 37.05 Apply punctuation cues in oral reading.
 - 37.06 Demonstrate ability to use a bilingual and/or picture dictionary.
 - 37.07 Demonstrate ability to read a simple table or chart.
 - 37.08 Recognize frequently used sight words.
 - 37.09 Preview and make predictions prior to reading.

38.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO WRITE EFFECTIVELY--The student will be able to:

- 38.01 Write legibly upper and lower case letters.
- 38.02 Write simple sentences using appropriate and grammatical structures.
- 38.03 Write a short note requesting information.
- 38.04 Demonstrate ability to write a dictation based on life skill topics.
- 38.05 Address an envelope including the return address.
- 38.06 Write a simple list.
- 38.07 Write a basic friendly letter.
- 38.08 Demonstrate use of capitalization.

39.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND GRAMMAR APPLICATIONS--The student will be able to:

- 39.01 Use subject pronouns.
- 39.02 Use "be" verbs.
- 39.03 Use possessive adjectives.
- 39.04 Demonstrate ability to use yes/no questions.
- 39.05 Recognize adjectives.
- 39.06 Use simple prepositions.
- 39.07 Recognize indefinite and definite articles.
- 39.08 Demonstrate recognition of singular and plural form of words.
- 39.09 Use simple present tense of have.
- 39.10 Use this/thac/these/those.

40.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR DEVELOPMENT OF PRONUNCIATION SKILLS--The student will be able to:

- 40.01 Demonstrate ability to recognize and pronounce various beginning, middle, and ending sounds.
- 40.02 Articulate the sounds associated with consonants.
- 40.03 Articulate the sounds associated with vowels.

LITERACY COMPLETION POINT LCP-C High Beginning 900 Hours

WORKPLACE SKILLS

41.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 41.01 Read and understand job titles and descriptors.
- 41.02 Recognize and use basic work-related vocabulary.
- 41.03 Identify educational and job experience required for specific occupations.
- 41.04 Use various sources to identify job opportunities (ex. newspapers, agencies, etc.).
- 41.05 Demonstrate ability to inquire about a job.
- 41.06 Interpret and complete a job application.
- 41.07 Interpret and complete a basic resume.
- 41.08 Recognize and demonstrate appropriate behavior for job interviews and how to present a positive image.
- 41.09 Demonstrate understanding of social security, income tax deductions, and tax forms.

42.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 42.01 Recognize and demonstrate the need to obey company rules.
- 42.02 Demonstrate understanding of work schedules, time clocks, time sheets, and the importance of punctuality.
- 42.03 Demonstrate ability to phone in sick and request time off.
- 42.04 Ask for clarification and provide feedback to instructions.
- 42.05 Read and interpret pay stub information.
- 42.06 Identify the financial terms of employment (ex. salaries, hours, benefits, sick days, vacation days, etc.).
- 42.07 Follow safety procedures (ex. fire, accident, etc.).
- 42.08 Identify and demonstrate appropriate behavior, attire, attitude and social interactions.

43.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR CAREER ADVANCEMENT--The student will be able to:

- 43.01 Recognize and understand work related vocabulary (ex. transfers, promotions, incentives, etc.).
- 43.02 Identify appropriate skills and education necessary for getting a job promotion.
- 43.03 Identify the importance of job evaluations for promotions and retention.
- 43.04 Identify appropriate behavior, attire, attitudes and social interaction for a promotion.

44.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:

- 44.01 Demonstrate knowledge of operating equipment necessary for home.
- 44.02 Demonstrate knowledge of operating equipment necessary for work.

LIFE SKILLS

45.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE INTERPERSONAL COMMUNICATION--The student will be able to:

- 45.01 Identify self and personal information including name, address, telephone number, place of birth, age, social security number, nationality, education, marital status, and occupation.
- 45.02 Identify family members.
- 45.03 Describe self and others (ex. physical characteristics and personal traits, etc.).
- 45.04 Use and respond to polite expressions such as "please," "excuse me," "thank you".
- 45.05 Communicate simple impressions and emotions, likes and dislikes, acceptance and rejection.
- 45.06 Express sympathy for another person's illness.

46.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE TELEPHONE COMMUNICATION--The student will be able to:

- 46.01 Demonstrate ability to use different types of telephones and telephone options.
- 46.02 Answer incoming telephone calls and take a simple message.
- 46.03 Demonstrate appropriate communication in 911 emergencies.
- 46.04 Follow directions for long distance calls given on a phone calling card.

- 46.05 Locate alphabetical and topical listing information in yellow and white pages (ex. restaurants, hospitals, plumbing, etc.).
- 46.06 Use directory assistance and the operator for making local and long distance calls.
- 46.07 Respond to voice mail instructions and leave a message.
- 47.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE EFFECTIVELY ON HEALTH AND NUTRITION TOPICS--The student will be able to:
 - 47.01 Identify body parts and the five senses.
 - 47.02 Recognize and apply practices relating to personal hygiene and grooming (ex. deodorant, toothpaste, mouth wash, etc.).
 - 47.03 Describes problems of aches, pains, illnesses and dental health problems.
 - 47.04 Demonstrate the ability to schedule a doctor's appointment.
 - 47.05 Understand and follow doctor's instruction.
 - 47.06 Read and interpret medical instructions for prescriptions and over the counter drugs.
 - 47.07 Follow basic first aid instructions.
 - 47.08 Demonstrate ability to report an accident and describe injuries.
 - 47.09 Recognize services provided by the health department, hospitals, emergency rooms, and clinics.
 - 47.10 Demonstrate understanding of new medical insurance including Medicare, Medicaid and other insurance services.
 - 47.11 Recognize requirements for immunizations.
 - 47.12 Recognize and understand critical medical situations involving a child.
 - 47.13 Recognize the importance of eating healthy and maintaining a balanced diet.
- 48.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND U.S. CONCEPTS OF TIME AND MONEY AND HOW TO USE THOSE SKILLS TO FUNCTION--The student will be able to:
 - 48.01 Plan a schedule of activities on a calendar.
 - 48.02 Count and make change accurately.
 - 48.03 Complete a check or money order.
 - 48.04 Identify common banking terms.
 - 48.05 Demonstrate ability to use an ATM machine and recognize the importance of keeping number codes secured.
 - 48.06 Complete various forms necessary for utilizing bank account.
- 49.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS TRANSPORTATION AND TRAVEL--The student will be able to:
 - 49.01 Interpret traffic and common road signs.
 - 49.02 Follow simple geographical directions on a map (ex. N. S. E. W., etc.).
 - 49.03 Obtain appropriate information from road maps.
 - 49.04 Ask and give simple directions.
 - 49.05 Read and understand schedules for travel information.
 - 49.06 Describe and know how to use various forms of local transportation.
 - 49.07 Simulate making reservations for different kinds of travel.
 - 49.08 Identify proper documents related to transportation documents (ex. drivers' license, insurance card, registration, passport, etc.).
 - 49.09 Identify safe driving practices (ex. seat belts, DUI, child safety restraints, etc.).

50.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND SAFETY AND SECURITY ISSUES--The student will be able to:

- 50.01 Demonstrate understanding of basic safety and warning signs.
- 50.02 Demonstrate understanding of emergency safety procedures.
- 50.03 Recognize and use vocabulary relating to alarm systems (ex. smoke detectors, house alarms, etc.).
- 50.04 Demonstrate understanding of procedures when preparing for a storm.
- 50.05 Write a shopping list for a specific purpose (ex. meals, home repairs, holidays, etc.).

51.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND CONSUMER EDUCATION ISSUES--The student will be able to:

- 51.01 Demonstrate understanding of comparative shopping (ex. food, clothing furniture, etc.).
- 51.02 Calculate savings earned when making purchases with coupons.
- 51.03 Demonstrate ability to follow directions from a recipe.
- 51.04 Give a simple recipe.
- 51.05 Read and order from a menu.
- 51.06 Identify articles of clothing, U.S. sizes, quality and price.
- 51.07 Read catalog items and describe them.
- 51.08 Identify steps of ordering from a catalog.
- 51.09 Politely attract a salesperson's attention.
- 51.10 Explain the return of an item for a variety of reasons.
- 51.11 Understand procedures for "opening" a store charge account and putting merchandise on "layaway."
- 51.12 Demonstrate understanding of guarantees, warranties, and the right to return merchandise.
- 51.13 Identify the amount due on a utility bill.
- 51.14 Request for installation of utility service.
- 51.15 Identify different means of locating housing (ex. signs, ads, personal contact, etc.).
- 51.16 Report and explain common household problems and solutions (ex. maintenance).
- 51.17 Demonstrate ability to understand the need for various types of insurance policies (ex. life, medical, homeowners, auto, etc.).

52.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UTILIZE GOVERNMENT AND COMMUNITY RESOURCES--The student will be able to:

- 52.01 Locate various businesses, governmental and community agencies in local areas (ex. doctor's office, school, hospital, post office church, etc.).
- 52.02 Recognize and understand vocabulary relating to service.
- 52.03 Recognize various social services available.
- 52.04 Know procedures for mailing a letter or package (domestically and internationally), for purchasing money orders and registering mail.
- 52.05 Identify the current U.S. President and Vice President, state and local officials.
- 52.06 Recognize vocabulary and tradition associated with major American holidays.
- 52.07 Recognize and understand the cultural differences between some common U.S. customs and native customs.

53.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND ISSUES RELATIVE TO ENVIRONMENT AND THE WORLD--The student will be able to:

- 53.01 Describe various weather conditions.
- 53.02 Read various temperatures and convert from Fahrenheit to Celsius and vice versa.
- 53.03 Describe appropriate preparation for weather emergencies.
- 53.04 Demonstrate understanding of evacuation procedures in case of natural disasters.

54.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR FAMILY AND PARENTING IN U.S. SOCIETY--The student will be able to:

- 54.01 Recognize the importance of communicating with child's school (ex. meetings, conferences with teachers, etc.).
- 54.02 Recognize compulsory schooling for children 6-16 years of age and the importance of school attendance.
- 54.03 Locate neighborhood school and follow enrollment procedures.
- 54.04 Recognize the importance of supporting child's academic efforts.
- 54.05 Recognize the importance of adequate supervision of children.
- 54.06 Recognize the importance of proper child care (ex. requirement of food, shelter, hygiene, child care providers, etc.).
- 54.07 Complete school/day care information forms.
- 54.08 Develop awareness of acceptable and unacceptable U.S. disciplinary practices.

ACADEMIC SKILLS

55.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO LISTEN EFFECTIVELY--The student will be able to:

- 55.01 Demonstrate ability to recall or summarize basic information that is provided orally.
- 55.02 Listen to simple conversations and respond appropriately.
- 55.03 Listen and reproduce various sound patterns in words and sentences.
- 55.04 Demonstrate ability to identify tone of speaker based on verbal and non-verbal cues.

56.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO SPEAK EFFECTIVELY--The student will be able to:

- 56.01 Demonstrate ability to engage in conversation (ex. introduce ones self to others, greet others, socially, express wants and desires, use polite expressions, etc.)
- 56.02 Demonstrate ability to give a physical description of a person, place, thing or event.
- 56.03 Demonstrate ability to produce comprehensible statements and questions.
- 56.04 Demonstrate appropriate eye contact, voice clarity, volume, gestures, stress, and intonation in conversation.

57.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO READ EFFECTIVELY--The student will be able to:

- 57.01 Demonstrate ability to use a bilingual or picture dictionary.
- 57.02 Recognize the meaning of commonly used words in context.
- 57.03 Recognize the meaning of words with common prefixes and suffixes.
- 57.04 Recognize the meaning of compound words.

- 57.05 Read labels and diagrams for directions.
- 57.06 Match abbreviated terms to fully written terms.
- 57.07 Recognize sequential order of events in a paragraph.
- 57.08 Read a passage and answer questions to demonstrate questions.
- 57.09 Demonstrate ability to read and understand basic charts, graphs, maps and tables.
- 57.10 Determine the main idea and supporting details in a paragraph.
- 57.11 Preview and make predictions prior to reading.

58.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO WRITE EFFECTIVELY--The student will be able to:

- 58.01 Write legibly upper and lower case letters.
- 58.02 Write simple sentences using appropriate grammatical structures.
- 58.03 Write a short paragraph using correct spacing and legible cursive handwriting.
- 58.04 Address an envelope including the return address.
- 58.05 Write a short note.
- 58.06 Write a friendly letter.
- 58.07 Write a set of simple directions.
- 58.08 Change one grammatical structure of a paragraph to another.

59.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND GRAMMAR APPLICATIONS--The student will be able to:

- 59.01 Recognize and use various functions of verb "to be" present tense.
- 59.02 Respond to simple information questions in the present and present progressive forms.
- 59.03 Initiate questions in the present and progressive forms.
- 59.04 Identify the location of objects by using the simple present tense.
- 59.05 Recognize and use positive and negative contractions with verb "to be" and verb "to do" in the present tense.
- 59.06 Respond to questions using "there is/there are."
- 59.07 Use possessive adjectives and possessive pronouns correctly.
- 59.08 Recognize and use various functions of verb "to be" past tense.
- 59.09 Initiate questions using past tense "to be" and simple regular verbs.
- 59.10 Respond to yes/no and wh-questions in the past tense.
- 59.11 Recognize and use the three pronunciations of the ending.
- 59.12 Know the spelling rules for adding ed and ing endings to verbs.
- 59.13 Know the spelling rules for 3rd person singular of verbs in the present tense.
- 59.14 Recognize and know the difference between count/non-count nouns.
- 59.15 Know the spelling rules for making nouns plural.
- 59.16 Use a/an appropriately in simple sentence structures.
- 59.17 Recognize and use demonstrative pronouns this, that, these, those.
- 59.18 Identify and respond to questions using object pronouns.
- 59.19 Ask wh-questions (who, what, where, when, whose, whom, why, how, etc.).
- 59.20 Know and use noun possessives.
- 59.21 Change a simple short paragraph from present to past tense.
- 59.22 Identify and use "going to" in the future tense.
- 59.23 Change a short paragraph from past tense to future tense using "going to."

60.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR DEVELOPMENT OF PRONUNCIATION SKILLS--The student will be able to:

- 60.01 Pronounce and recognize sounds of consonants and their dictionary symbols.
- 60.02 Pronounce and recognize the difference in initial, middle, and final consonant sounds.
- 60.03 Pronounce and recognize the vowel sounds and their dictionary symbols.
- 60.04 Pronounce words with silent letters.
- 60.05 Pronounce simple communicative patterns with appropriate rhythm in phrases and sentences.

LITERACY COMPLETION POINT LCP-D Low Intermediate 900 Hours

WORKPLACE SKILLS

61.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 61.01 Set short and long term goals.
- 61.02 Use a variety of resources to search for job opportunities.
- 61.03 Complete job applications.
- 61.04 Recognize and demonstrate understanding of how to present a positive image (ex. dress, grooming, body language, etc.).
- 61.05 Recognize and demonstrate standards of behavior for job interview.
- 61.06 Ask and answer questions during job interview.
- 61.07 Use a personal resume to compose qualifications to job requirements.
- 61.08 Interpret and complete tax form and income tax forms.

62.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 62.01 Demonstrate understanding of job tasks, policies and standards.
- 62.02 Demonstrate understanding of pay, benefits, and payroll deductions.
- 62.03 Recognize importance of participating in on-the-job training opportunities.
- 62.04 Request schedule changes and other personal adjustments.
- 62.05 Apologize, respond to apologies and make suggestions.
- 62.06 Ask for clarification and provide feedback.
- 62.07 Recognize and follow safety procedures appropriate to the job.
- 62.08 Demonstrate understanding of work ethic.

63.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR CAREER ADVANCEMENT--The student will be able to:

- 63.01 Explore career options through a variety of resources (ex. GED, vocational-technical training, community college, university, etc.).
- 63.02 Match career options to personal goals and educational background.
- 63.03 Determine steps and education required to achieve career goals.
- 63.04 Identify ways to increase income (ex. promotions, transfers, pay raises, job changes, etc.).
- 63.05 Identify appropriate behavior, attire, attitude, and social interaction for promotion.

- 64.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:

64.01 Demonstrate knowledge for operating equipment necessary for home.
64.02 Demonstrate knowledge for operating equipment necessary for work.

LIFE SKILLS

- 65.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE INTERPERSONAL COMMUNICATION--The student will be able to:

65.01 Initiate and engage in appropriate small talk.
65.02 Demonstrate ability to make appropriate formal and informal introductions, greetings and farewells (ex. hand shake, hugs, kisses, etc.).
65.03 Communicate personal needs.
65.04 Describe family and personal relationships.
65.05 Communicate impressions and emotions, likes and dislikes, acceptance and rejection.
65.06 Demonstrate appropriate non-verbal communication skills.
65.07 Express negative emotions in ways that are culturally appropriate to the U.S.

- 66.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE TELEPHONE COMMUNICATION--The student will be able to:

66.01 Report information from oral messages.
66.02 Demonstrate ability to leave a message.
66.03 Report information from recorded messages.
66.04 Locate a variety of resources in telephone directories (ex. maps, government agencies, coupons, etc.)
66.05 Interpret telephone bill.

- 67.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE EFFECTIVELY ON HEALTH AND NUTRITION TOPICS--The student will be able to:

67.01 Request information about health services and providers.
67.02 Ask for and give advice on health issues.
67.03 Identify nutritious foods.
67.04 Ask for and give advice on nutrition issues.
67.05 Complete accident and medical forms.
67.06 Identify and respond appropriately to medical emergencies.
67.07 Describe medical facilities and services.
67.08 Utilize vocabulary relative to body parts and illnesses, including dental health.
67.09 Recognize and apply practices relating to personal hygiene and grooming (ex. deodorant, toothpaste, mouthwash, etc.)
67.10 Read and interpret medicine labels.
67.11 Demonstrate understanding of medical insurance services, including Medicare, Medicaid and other insurance providers.
67.12 Recognize requirements for immunization.
67.13 Discuss consequences of substance abuse.

- 68.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND U.S. CONCEPTS OF TIME AND MONEY AND HOW TO USE THOSE SKILLS TO FUNCTION--The student will be able to:

68.01 Make and keep appointments.
68.02 Recognize correct and incorrect change, and estimate cost.

- 68.03 Demonstrate understanding of banking problems (ex. overdrafts, insufficient funds, etc.).
 - 68.04 Recognize various means of providing payments.
 - 68.05 Demonstrate understanding of interest rates.
 - 68.06 Identify a variety of banking opportunities (ex. loans, investments, mortgages, safety deposit boxes, etc.)
 - 68.07 Maintain a checkbook and complete money orders.
 - 68.08 Discuss use of ATM.
 - 68.09 Identify budget planning strategies.
 - 68.10 Fill out a credit card application.
- 69.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS TRANSPORTATION AND TRAVEL--The student will be able to:
- 69.01 Compare and contrast various forms of transportation to selected destinations.
 - 69.02 Read and understand schedules for travel information.
 - 69.03 Request and give directional information to local destinations.
 - 69.04 Plan a trip using maps to determine distance, mileage and other factors.
 - 69.05 Complete vehicle insurance application.
 - 69.06 Explain the need for proper documents related to transportation (ex. driver's license, insurance, registration, passport, etc.).
 - 69.07 Compare and contrast common U.S. and international road symbols.
 - 69.08 Report accidents or vehicle theft.
 - 69.09 Compare/contrast U.S. and international common safe driving practices, (ex. seat belt, DUI, child safety restraint, etc.).
- 70.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND SAFETY AND SECURITY ISSUES--The student will be able to:
- 70.01 Identify means of protection for self and family (ex. smoke detectors, house alarms, etc.).
 - 70.02 Identify and report types of crime as a victim and as a witness (ex. rape, burglary, etc.).
 - 70.03 Demonstrate an understanding of the rights and responsibilities of owning a gun, including penalties for owners of guns which injure or kill minors.
 - 70.04 Identify sources for legal assistance (ex. legal aid, etc.).
 - 70.05 Interpret product label directions, warning, danger signs, and symbols, follow first aid, and emergency procedures (ex. 911, fire, crime, etc.).
- 71.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND CONSUMER EDUCATION ISSUES--The student will be able to:
- 71.01 Report and explain need for household repairs, etc..
 - 71.02 Write shopping lists for specific purpose (ex. meals, home repair, holiday, etc.).
 - 71.03 Use newspaper to locate home needed items (ex. sales, coupons, etc.).
 - 71.04 Complete an order from a catalog.
 - 71.05 Compare prices and sizes.
 - 71.06 Utilize functional vocabulary relative to clothing.
 - 71.07 Demonstrate exchange and return merchandise procedures.
 - 71.08 Make a consumer complaint (orally and written).
 - 71.09 Compare and contrast credit options (ex. store charges and benefits, etc.).
 - 71.10 Interpret cost of housing options (ex. lease deposits, security, utility deposits, etc.).

- 71.11 Demonstrate understanding of guarantees, warranties, and the right to return merchandise.
- 71.12 Demonstrate ability to understand the various types of insurance policies (ex. life, medical, homeowners, vehicle, etc.).
- 72.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UTILIZE GOVERNMENT AND COMMUNITY RESOURCES--The student will be able to:
 - 72.01 Demonstrate understanding of U.S. main holidays and social customs.
 - 72.02 Locate and access different businesses, government and community services to meet needs.
 - 72.03 Demonstrate ability to utilize a variety of postal services (ex. post office, UPS, etc.).
 - 72.04 Identify local state and national officials and their functions.
- 73.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND ISSUES RELATIVE TO ENVIRONMENT AND THE WORLD--The student will be able to:
 - 73.01 Identify main environmental issues, problems and solutions.
 - 73.02 Prepare for weather emergencies.
 - 73.03 Demonstrate understanding of local geography.
 - 73.04 Demonstrate understanding of U.S. geography.
 - 73.05 Demonstrate understanding of world geography.
 - 73.06 Interpret maps and map key.
 - 73.07 Identify major world cities.
 - 73.08 Compare and contrast legal and illegal dumping in the U.S.
 - 73.09 Compare and contrast recycling practices throughout the world.
 - 73.10 Discuss environmental global issues and their possible effects on local level.
- 74.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR FAMILY AND PARENTING IN U.S. SOCIETY--The student will be able to:
 - 74.01 Discuss consequences of substance abuse.
 - 74.02 Present a positive role model.
 - 74.03 Participate in child's schooling.
 - 74.04 Demonstrate understanding of importance of literacy by reading at home.
 - 74.05 Compare and contrast parenting practices among different countries.
 - 74.06 Demonstrate understanding of U.S. legalities and limits regarding parenting practices.

ACADEMIC SKILLS

- 75.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO LISTEN EFFECTIVELY--The student will be able to:
 - 75.01 Demonstrate auditory discrimination of vowels.
 - 75.02 Demonstrate auditory discrimination of selected suffixes (ex. d, t, ed, s, z, etc.).
 - 75.03 Listen to conversations and respond appropriately.
 - 75.04 Demonstrate ability to recall or summarize information provided orally.
 - 75.05 Demonstrate ability to identify mood of speaker based on verbal and non-verbal cues.

- 76.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO SPEAK EFFECTIVELY--The student will be able to:
- 76.01 Demonstrate ability to engage in conversations (ex. role play, group presentations, etc.).
 - 76.02 Formulate and respond to questions.
 - 76.03 Understand use of formal vs. informal vocabulary, reductions and basic idiomatic expressions.
 - 76.04 Maintain conversational flow using tag questions.
 - 76.05 Express feelings verbally in a culturally acceptable manner (ex. happiness, sadness, appreciation, sympathy, regrets, etc.).
- 77.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO READ EFFECTIVELY--The student will be able to:
- 77.01 Preview, make predictions, prior to reading.
 - 77.02 Skim and scan to locate information.
 - 77.03 Read and answer questions related to text (who, what, where, when, which, how).
 - 77.04 Read and interpret graphs, tables, maps and charts.
 - 77.05 Read and identify main idea: newspapers, magazines, text passages.
 - 77.06 Interpret idiomatic expressions: identify prefixes, suffixes and common roots.
 - 77.07 Identify the order of events.
 - 77.08 Identify the cause and effect.
 - 77.09 Obtain appropriate information using a bilingual or abridged English dictionary.
 - 77.10 Read and interpret abbreviations.
- 78.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO WRITE EFFECTIVELY--The student will be able to:
- 78.01 Write a short complete paragraph.
 - 78.02 Proofreads a single document (ex. punctuation, commas, capitalization, spelling, etc.).
 - 78.03 Complete different types of forms and applications.
 - 78.04 Write simple, compound and complex sentences with appropriate structures.
 - 78.05 Write a friendly letter.
 - 78.06 Use the proper form when addressing an envelope.
 - 78.07 Write a set of directions.
 - 78.08 Change one grammatical structure of a paragraph to another.
- 79.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND GRAMMAR APPLICATIONS--The student will be able to:
- 79.01 Identify and use in a sentence.
 - nouns: common, proper/plural, possessive
 - pronouns: object, subject/possessive/reflexive
 - adjectives: possessive/descriptive
 - prepositions
 - adverbs place/manner
 - time/frequency
 - verbs: identify and use verb tense
 - present, present continuous
 - past, past continuous
 - future
 - present perfect, past perfect
 - 79.02 Demonstrate correct use of simple sentence structure: declarative/imperative/interrogative/exclamatory.

79.03 Demonstrate correct use of compound/complex sentence structure: active voice/passive voice/modal auxiliaries/gerunds, participles and infinitive.

80.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR DEVELOPMENT OF PRONUNCIATION SKILLS--The student will be able to:

- 80.01 Reproduce vowel sounds in a series of words (ex. long, short vowels).
- 80.02 Reproduce the "d" and "ed" sounds in a series of words.
- 80.03 Reproduce consonant sounds in a series of words (ex. blends, digraphs, hard and soft pairs).

LITERACY COMPLETION POINT **LCP-E High Intermediate 900 Hours**

WORKPLACE SKILLS

81.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 81.01 Describe personal career goals and interests.
- 81.02 Use a variety of resources to search for job opportunities.
- 81.03 Discuss job opportunities, training, and other possibilities.
- 81.04 Complete job applications.
- 81.05 Write a resume.
- 81.06 Prepare a cover letter.
- 81.07 Recognize and demonstrate standards of behavior for job interview.
- 81.08 Ask and answer questions during a job interview.
- 81.09 Demonstrate understanding of job specifications, policies, and standards.
- 81.10 Interpret and complete pay, benefits, deductions, tax form and income tax forms.

82.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 82.01 Demonstrate understanding of U.S. work ethic.
- 82.02 Employ basic management techniques to manage projects at work.
- 82.03 Recognize importance of participation in on-the-job training opportunities.
- 82.04 Demonstrate problem solving skills.
- 82.05 Demonstrate understanding of job tasks, policies, and standards.
- 82.06 Apologize, respond to apologies, and make suggestions.
- 82.07 Identify appropriate behavior, attire, attitudes, and social interaction that affect job retention.
- 82.08 Communicate effectively in interpersonal interactions.
- 82.09 Demonstrate understanding and discusses worker's rights (ex. compensation, unionization, right to work, etc.).
- 82.10 Request schedule changes and other personal adjustments.
- 82.11 Identify and follow safety procedures at work.

83.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR CAREER ADVANCEMENT--The student will be able to:

- 83.01 Research requirements for job promotion.
- 83.02 Demonstrate appropriate behavior, attire, attitudes, and social interaction for job promotion.
- 83.03 Identify educational and training programs to acquire higher level of skills.

84.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:

- 84.01 Demonstrate knowledge of operating equipment necessary for home.
- 84.02 Demonstrate knowledge of operating equipment necessary for work.

LIFE SKILLS

85.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE INTERPERSONAL COMMUNICATION--The student will be able to:

- 85.01 Demonstrate proper introductions/greetings in varied social/work situations.
- 85.02 Communicate impressions, ideas, suggestions, likes and dislikes, acceptance and rejection.
- 85.03 Ask and provide directions and instructions.
- 85.04 Identify and explain common problems and solutions.
- 85.05 Demonstrate appropriate non-verbal communication skills.
- 85.06 Express negative emotions in ways culturally appropriate to the U.S.

86.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE TELEPHONE COMMUNICATION--The student will be able to:

- 86.01 Demonstrate ability to take and report accurate messages.
- 86.02 Demonstrate ability to give and request information clearly by telephone.
- 86.03 Locate names, addresses, numbers, and other resources from the phone book

87.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE EFFECTIVELY ON HEALTH AND NUTRITION TOPICS--The student will be able to:

- 87.01 Request information about health services and providers.
- 87.02 Ask for/give advice concerning health problems.
- 87.03 Select appropriate health benefit plan (if options are provided).
- 87.04 Complete accident and medical reports.
- 87.05 Follow emergency procedures.
- 87.06 Communicate effectively using vocabulary relative to doctors, dentists, body parts, illnesses, and medications.
- 87.07 Understand medicine labels.
- 87.08 Recognize problems related to nutrition, substance/drug abuse, and identify where treatment may be obtained.
- 87.09 Interpret nutritional information listed on food labels.
- 87.10 Recognize requirements for immunizations.
- 87.11 Analyze and compare medical insurance (ex. Medicare, Medicaid, etc.).

88.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND U.S. CONCEPTS OF TIME AND MONEY AND HOW TO USE THOSE SKILLS TO FUNCTION--The student will be able to:

- 88.01 Demonstrate ability to use U.S. currency.
- 88.02 Demonstrate understanding of banking system and terms (ex. checking & savings accounts, money orders, ATMs, etc.).
- 88.03 Demonstrate understanding of types of credit and financial responsibilities (ex. loans, credit cards, vehicles, mortgage, interest rate, etc.).
- 88.04 Manage time effectively (personal and at work).

- 88.05 Identify financial planning strategies.
88.06 Demonstrate understanding of time zones.
- 89.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS TRANSPORTATION AND TRAVEL--The student will be able to:
- 89.01 Analyze pros and cons of transportation options.
 - 89.02 Explain public transportation schedules and routes.
 - 89.03 Compare and contrast basic factors when planning a trip (ex. travel agencies, travel clubs, road assistance, etc.).
 - 89.04 Discuss U.S. driving responsibilities (ex. driver's license, traffic regulations, insurance, DUI, seat belts, child safety restraints, etc.).
 - 89.05 Report accidents and theft.
 - 89.06 Demonstrate appropriate response when stopped by law enforcement officers.
 - 89.07 Describe a problem/request service (ex. emergency road assistance, cancel flights, etc.).
- 90.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND SAFETY AND SECURITY ISSUES--The student will be able to:
- 90.01 Identify safety measures for self and family.
 - 90.02 Identify and report types of crime as victim or witness (ex. rape, burglary, etc.).
 - 90.03 Identify sources of local assistance.
 - 90.04 Report and explain needed emergency procedures (ex. hurricane evacuation, emergency broadcast system, etc.).
- 91.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND CONSUMER EDUCATION ISSUES--The student will be able to:
- 91.01 Interpret classified ads and other information to locate housing (lease or purchase).
 - 91.02 Describe information regarding rental agreements/contracts, renter/landlord rights and responsibilities.
 - 91.03 Compare price and quality of goods and services (ex. warranties, cars, appliances, etc.).
 - 91.04 Interpret advertisements, labels, and charts to select goods and services.
 - 91.05 Demonstrate exchange and return merchandise procedure.
 - 91.06 Communicate a complaint effectively.
 - 91.07 Compare and contrast credit options (ex. store charges and benefits, layaway, etc.).
 - 91.08 Describe pros and cons of various types of insurance options.
- 92.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UTILIZE GOVERNMENT AND COMMUNITY RESOURCES--The student will be able to:
- 92.01 Demonstrate understanding of U.S. main holidays and social customs.
 - 91.02 Locate and access community services, organizations, and government agencies.
- 93.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND ISSUES RELATIVE TO ENVIRONMENT AND THE WORLD--The student will be able to:
- 93.01 Identify main environmental issues, problems, and solutions.
 - 93.02 Prepare for weather emergencies.
 - 93.03 Demonstrate understanding of local, U.S., and world geography.

- 93.04 Interpret maps.
- 93.05 Describe recycling regulations.
- 93.06 Compare and contrast legal and illegal dumping practices in Florida and the world.
- 93.07 Discuss current global issues.

94.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR FAMILY AND PARENTING IN U.S. SOCIETY--The student will be able to:

- 94.01 Discuss qualities of a role model.
- 94.02 Demonstrate knowledge of U.S. educational system.
- 94.03 Identify methods of participation in child's schooling (ex. PTA, teacher conference, volunteering, etc.).
- 94.04 Demonstrate understanding of U.S. legalities and limits on parenting practices compared to home culture.
- 94.05 Identify means to access educational opportunities for children (ex. special programs, scholarships, extracurricular activities, etc.).
- 94.06 Locate and know how to access safe and reliable child care services.
- 94.07 Demonstrate ability to help children with homework.

ACADEMIC SKILLS

95.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO LISTEN EFFECTIVELY--The student will be able to:

- 95.01 Demonstrate ability to recognize speaker mood based on verbal and non-verbal cues.
- 95.02 Listen and follow directions and conversations.
- 95.03 Use responsive listening to summarize.
- 95.04 Demonstrate comprehension of conversations.
- 94.05 Demonstrate comprehension of class presentations.

96.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO SPEAK EFFECTIVELY--The student will be able to:

- 96.01 Display appropriate level of fluency in various conversations.
- 96.02 Demonstrate ability to paraphrase words or ideas in conversations.
- 96.03 Use appropriate syntax such as reversal of subject and verb for questions.
- 96.04 Understand use of formal versus informal vocabulary, reductions and basic idiomatic expressions.
- 96.05 Apply oral communication skills to simple interviews and presentations.
- 96.06 Demonstrate appropriate voice volume, eye contact, body language, stress and intonation, that meet the needs of the audience and the topic.
- 96.07 Express feelings verbally in a culturally acceptable manner (ex. sadness, sympathy, confrontations, happiness, etc.).

97.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO READ EFFECTIVELY--The student will be able to:

- 97.01 Comprehend selected reading passages recognizing the main idea.
- 97.02 Demonstrate knowledge of vocabulary appropriate to level and experience (ex. common roots, suffixes, prefixes, etc.).
- 97.03 Ascertain meaning of new vocabulary by context clues.
- 97.04 Recognize sequence of events in a reading passage.

- 97.05 Demonstrate ability to use the dictionary (English - English).
 - 97.06 Review and make predictions prior to reading.
 - 97.07 Demonstrate ability to use textbooks effectively (ex. headings, table of contents, index, etc.).
 - 97.08 Distinguish fact from opinion.
 - 97.09 Interpret information from diagrams, tables, graphs, schedules, etc.
 - 97.10 Skim and scan to locate information.
- 98.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO WRITE EFFECTIVELY--The student will be able to:
- 98.01 Use some form of pre-writing to produce a paragraph.
 - 98.02 Write a paragraph focusing on one topic (ex. narration, definition, description, cause and effect, etc.).
 - 98.03 Write a paragraph containing appropriate topic sentence, supporting sentences, adequate topic development, and conclusion.
 - 98.04 Write complex and compound sentences with correct relationship terminology and punctuation.
 - 98.05 Demonstrate ability to apply appropriate grammar skills in writing.
 - 98.06 Demonstrate ability to proofread (ex. spelling, capitalization, punctuation, etc.).
- 99.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND GRAMMAR APPLICATIONS--The student will be able to:
- 99.01 Identify parts of speech and uses in a sentence.
 - nouns: common, proper, plural, possessive
 - pronouns: subject, object, indefinite, possessive, reflexive
 - adjectives: possessive, comparative, descriptive
 - prepositions: time, place
 - adverbs: place, manner time, frequency
 - verbs: present, present progressive, past, past progressive, future, future progressive, present perfect, past perfect future perfect
 - 99.02 Demonstrate correct use of sentence structure.
 - compound and complex sentences
 - active and passive voice
 - modal auxiliaries
 - gerunds, participles, infinitives
 - clauses and phrases
 - direct and indirect speech
 - conditionals
- 100.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR DEVELOPMENT OF PRONUNCIATION SKILLS--The student will be able to:
- 100.01 Display clear level of pronunciation, (ex. "th" sounds, stress, intonation, etc.).
 - 100.02 Reproduce consonant blends.
 - 100.03 Reproduce vowels and diphthongs.

WORKPLACE READINESS SKILLS

101.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 101.01 Recognize and plan a career path.
- 101.02 Identify obstacles to finding work.
- 101.03 Interpret want ads/job announcements.
- 101.04 Fill out standard job applications.
- 101.05 Write a resume and cover letter.
- 101.06 Recognize and demonstrate understanding of how to present a positive image (ex. dress, grooming, body language, etc.).
- 101.07 Demonstrate making an appointment for job interview.
- 101.08 Respond to a variety of questions and asks questions in a job interview simulation.
- 101.09 Interpret job descriptions and relate to job expectations.
- 101.10 Write a thank-you note and conduct a follow-up call after job interview.
- 101.11 Demonstrates completion of self-evaluation after an interview.
- 111.12 Explains "networking" as a source of job opportunities.
- 111.13 Completes employment related forms (ex. pay, benefits, tax forms, etc.).

102.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 102.01 Demonstrate understanding of U.S. work ethic (ex. punctuality, etc.).
- 102.02 Communicate with supervisor and co-workers, orally and in writing, regarding work related tasks and problems
 - write memos, report forms, etc.
 - give and follow instructions
 - ask/respond to apologies/criticism
 - identify problems, solutions, consequences.
- 102.03 Demonstrate ability to respond to requests, ask for clarification, and provide feedback.
- 102.04 Demonstrate an understanding of work performance evaluations.
- 102.05 Demonstrate an understanding of safety procedures ("Right to Know," OSHA).
- 102.06 Demonstrate an understanding and discusses worker's rights (compensation, unionization, right to work, etc.).
- 102.07 Recognize importance of participating in on-the-job training opportunities.
- 102.08 Demonstrate ability to request schedule changes and other personal adjustments.

103.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR CAREER ADVANCEMENT--The student will be able to:

- 103.01 Demonstrate an understanding of the impact of an "outstanding" work performance evaluation.
- 103.02 Demonstrate an understanding of the concept of job advancement including job postings and vacant listings.
- 103.03 Demonstrate ability to request a promotion/raise.
- 103.04 Locate information about career assessment/choices.
- 103.05 Locate information about educational services that will assist in career advancement.

- 103.06 Write an action plan for achieving goals.
- 103.07 Identify and describe personal strengths/weaknesses and work experience.
- 103.08 Update resume.

104.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY (AS AVAILABLE: COMPUTER LITERACY, PAGER, FAX, VCR, INTERNET, MICROWAVE, COPY MACHINE, ATM, STEREO EQUIPMENT, ANSWERING SYSTEMS, ALARM SYSTEMS, ETC.)--The student will be able to:

- 104.01 Demonstrate knowledge of operating equipment necessary for home.
- 104.02 Demonstrate knowledge of operating equipment necessary for work.

LIFE SKILLS

105.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE INTERPERSONAL COMMUNICATION--The student will be able to:

- 105.01 Demonstrate proper introductions/greetings in varied social/work situations.
- 105.02 Demonstrate proper voice volume and body language when engaged in conversation in a social or work setting.
- 105.03 Demonstrate good comprehension during face to face conversation by verbally responding.
- 105.04 Use appropriate language for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- 105.05 Identify bias, prejudice or propaganda in oral messages.
- 105.06 Demonstrate ability to express negative emotions appropriately/culturally acceptable in the U.S.

106.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR EFFECTIVE TELEPHONE COMMUNICATION--The student will be able to:

- 106.01 Take accurate written notes and give complete verbal reports from recorded messages.
- 106.02 Demonstrate ability to give and request information clearly by telephone.
- 106.03 Locate names, addresses, numbers, and other resources from phone book.

107.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE EFFECTIVELY ON HEALTH AND NUTRITION TOPICS--The student will be able to:

- 107.01 Request information from health services and providers.
- 107.02 Ask for/give advice concerning health problems.
- 107.03 Interpret instructions on a medicine label.
- 107.04 Demonstrate understanding of Medicare, Medicaid, including other medical insurance providers.
- 107.05 Ask for/give advice related to nutrition/good health habits.
- 107.06 Recognize and apply practices relating to personal hygiene and grooming.
- 107.07 Follow emergency procedures.
- 107.08 Recognize problems related to nutrition, substance/drug abuse, and identify where treatment may be obtained.
- 107.09 Understand requirements for immunization shots and records.

108.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND U.S. CONCEPTS OF TIME AND MONEY AND HOW TO USE THOSE SKILLS TO FUNCTION--The student will be able to:

- 108.01 Demonstrate reconciling a bank statement.
- 108.02 Select checking/savings account.
- 108.03 Use appropriate banking terms when inquiring about banking services.
- 108.04 Demonstrate knowledge of how to obtain a credit history report.
- 108.05 Develop a financial plan.
- 108.06 Demonstrate understanding of time zones.

109.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ACCESS TRANSPORTATION AND TRAVEL--The student will be able to:

- 109.01 Plan a trip, comparing/contrasting basic factors (ex. travel agencies, travel clubs, road assistance, etc.).
- 109.02 Explain public transportation schedules and routes.
- 109.03 Demonstrate appropriate response when stopped by law enforcement officers (ask/answer questions regarding traffic violations).
- 109.04 Discuss U.S. driving responsibilities (ex. driver's license, traffic regulations, insurance, etc.).
- 109.05 Describe appropriate responses to transportation problems (ex. canceled flights, road emergencies, etc.).

110.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND SAFETY AND SECURITY ISSUES--The student will be able to:

- 110.01 Report health/safety issues, orally and in writing.
- 110.02 Explain emergency procedures (ex. for 911, fire, crime, etc.).
- 110.03 Demonstrate an understanding of the rights and responsibilities of owning a gun, including penalties for owners of guns which injure or kill minors.
- 110.04 Explain the implications of the Emergency Broadcast System.
- 110.05 Explain emergency procedures for storms and natural disasters.

111.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND CONSUMER EDUCATION ISSUES--The student will be able to:

- 111.01 Identify ways to economize and save money.
- 111.02 Demonstrate understanding of a consumer complaint, in oral/written form.
- 111.03 Write a letter of request.
- 111.04 Identify savings in advertisements.
- 111.05 List various options offered by utility companies and related costs.
- 111.06 Identify optional deductibles for insurance.
- 111.07 Provide consumer advice based on quality, price of products and/or service.
- 111.08 Interpret cost of housing options (ex. lease, security deposit, utilities, etc.).
- 111.09 Demonstrate understanding of guarantees, warranties, right to return merchandise.

112.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UTILIZE GOVERNMENT AND COMMUNITY RESOURCES--The student will be able to:

- 112.01 Demonstrate understanding/consequences of breaking the law.
- 112.02 Demonstrate understanding of trial by jury and other elements in a U.S. court of law (ex. judge, jury, lawyers, etc.).

- 112.03 Locate information about educational services for self and/or family.
- 112.04 Request and respond to information from businesses, government and community organizations.
- 112.05 Compare and contrast different cultural traits and access different local community services.
- 113.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND ISSUES RELATIVE TO ENVIRONMENT AND THE WORLD--The student will be able to:
 - 113.01 Prepare a report on recycling practices.
 - 113.02 Demonstrate the ability to contact a public agency to report illegal dumping.
 - 113.03 Demonstrate knowledge about uses and dangers of pesticides.
 - 113.04 Examine and evaluate current environmental issues.
 - 113.05 Demonstrate an understanding of basic geography of Florida and the U.S.
 - 113.06 Expand knowledge of world geography.
 - 113.07 Describe resources and agencies available to help in weather emergencies.
 - 113.08 Expand knowledge of current global issues.
- 114.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR FAMILY AND PARENTING IN U.S. SOCIETY--The student will be able to:
 - 114.01 Demonstrate ability to make suggestions to family and/or friends.
 - 114.02 Demonstrate ability to help children with homework.
 - 114.03 Demonstrate ability to communicate with school staff orally and in writing (ex. parent-teacher conference, PTA, volunteer, illness, bus problems, etc.).
 - 114.04 Discuss qualities of a role model.
 - 114.05 Identify means to access educational opportunities for children (ex. special programs, scholarships, extracurricular activities, etc.).
 - 114.06 Locate and know how to access safe and reliable child care services.
 - 114.07 Develop awareness of acceptable/unacceptable U.S. disciplinary practices.

ACADEMIC SKILLS

- 115.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO LISTEN EFFECTIVELY--The student will be able to:
 - 115.01 Listen actively and reflect the viewpoints of others.
 - 115.02 Use responsive listening, including paraphrasing, summarizing for elaboration and clarification.
 - 115.03 Demonstrate good comprehension of conversation between native speakers.
 - 115.04 Demonstrate good comprehension of classroom lectures.
 - 115.05 Demonstrate good comprehension of materials read aloud.
 - 115.06 Interpret TV/radio news.
- 116.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO SPEAK EFFECTIVELY--The student will be able to:
 - 116.01 Use appropriate voice, stress, intonation, eye contact, and gestures to meet the needs of the listener in a variety of contexts.

- 116.02 Clarify meaning by asking relevant questions, making appropriate and meaningful comments, and making insightful observations.
 - 116.03 Apply oral communication skills to interviews, group or individual presentations, and impromptu situations.
 - 116.04 Express feelings verbally in a culturally acceptable manner (ex. happiness, sadness, appreciation, sympathy, regrets, etc.).
 - 116.05 Recognize and use idioms appropriately.
- 117.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO READ EFFECTIVELY--The student will be able to:
- 117.01 Use dictionary and/or thesaurus effectively (ex. parts of speech, definitions, pronunciation, etc.).
 - 117.02 Demonstrate ability to use textbook effectively (ex. glossary, index, footnotes, table of contents, etc.).
 - 117.03 Preview and make predictions prior to reading.
 - 117.04 Recognize and restate the sequence of events in a reading passage.
 - 117.05 Distinguish fact from opinion and draw appropriate inferences and conclusions from a reading passage.
 - 117.06 Identify the main idea, topic sentence, and supporting details in a reading passage (ex. text, magazine, newspaper, etc.).
 - 117.07 Obtain appropriate information from diagrams, tables, graphs or schedules.
 - 117.08 Summarize a reading passage.
 - 117.09 Demonstrate ability to preview, skim, and scan text for content, purpose, and organization of a reading selection.
- 118.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO WRITE EFFECTIVELY--The student will be able to:
- 118.01 Use prewriting strategies, such as, brainstorming, graphic organizers, and outlining.
 - 118.02 Write two or more paragraphs that are focused and organized.
 - 118.03 Draft and revise a composition with introduction, body, and conclusion (ex. logical progression, focused, purposeful, clear, etc.).
 - 118.04 Edit documents for spelling, punctuation, correct grammar, etc.
 - 118.05 Demonstrate writing for a purpose, (ex. business memos, letters, resume, etc.).
 - 118.06 Demonstrate note taking strategies.
 - 118.07 Write a composition/summary including cause and effect, descriptions, etc.
- 119.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND GRAMMAR APPLICATIONS--The student will be able to:
- 119.01 Identify parts of speech and uses in a sentence.
 - nouns: common/proper/plural/possessive
 - pronouns: object/subject/possessive/reflexive
 - adjectives: possessive/descriptive
 - prepositions
 - adverbs: place/manner-time/frequency
 - verbs: identify/use verb tenses
 - present/present continuous
 - past/past continuous
 - future/future continuous
 - present perfect/past perfect/future perfect
 - all common irregular verbs

- 119.02 Demonstrate correct use of sentence structure.
- create a compound-complex sentence
 - identify and use active/passive voice
 - identify and use modal auxiliaries
 - identify and use gerunds/participles/infinitives
 - identify and use clauses and phrases (adverbial)
 - identify and use direct/indirect speech
 - identify and use conditionals (If) with subject
- 119.03 Use modifiers: adverb, adjective and comparative adjective form.

120.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR DEVELOPMENT OF PRONUNCIATION SKILLS--The student will be able to:

- 120.01 Express correctly frequently mispronounced consonant combinations (ex. "th," "ng," "wh," "ph," "gh," etc.).
- 120.02 Express correctly vowel sounds which have several pronunciations (ex. "ea," "ou," etc.).
- 120.03 Pronounce words correctly which contain stressed and unstressed syllables.
- 120.04 Demonstrate the use of appropriate pronunciation of word endings.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: English for Limited English Proficient Adults
Program Number: 9900400
Course Title: Adult Vocational English for Speakers of Other Languages (ADULT VESOL)
Course Number: 9900050
CIP Number: 1532.010300
Grade Level: 30,31
Length: Variable
Certification: Any Academic

- I. **PURPOSE:** The purpose of this course is to provide English language instruction for limited English proficient adults which will prepare them to be successful as students in vocational/technical programs.

The content is compatible with principles of language acquisition for adult learners of English and includes language skills applicable to general workforce development as well as studies specific to vocational/technical programs. The four skills areas (listening, speaking, reading and writing) are addressed within VESOL competencies at each completion point.

- II. **LABORATORY ACTIVITIES:** Where available, a VESOL LAB is an integral component of a VESOL course.

- III. **PROGRAM STRUCTURE:** Adult VESOL is a non-credit course which is designed to improve student chances for success in vocational/technical programs. This course is divided into three Literacy Completion Points (LCPs). Progress through levels (LCPs) may be measured by approved standardized test or documentation of mastery of competencies.

Students may enroll in VESOL prior to, or concurrent with, enrollment in a vocational/technical program. Students may also be concurrently enrolled in a System for Applied Individualized Learning (SAIL) LAB or Technical Resource Center program.

Adult VESOL is part of the English for Limited English Proficient Adults Program.

- IV. **SPECIAL NOTE:** Whenever a performance standard contained herein uses "..... in a specific occupation", the vocabulary, concepts, etc. from the student's chosen vocational/technical field should be the lesson topic. Since students in VESOL classes may be registered or be interested in a variety of technical offerings, learning materials for these students may be individualized or delivered by Computer Assisted Instruction (CAI).

The standard length for each LCP is recommended as followed:

LCP-A	Beginning - SPL 2-3	1170 hours
LCP-B	Intermediate - SPL 4-5	900 hours
LCP-C	Advanced - SPL 6-7	900 hours

- V. **INTENDED OUTCOMES:** After successfully completing the appropriate level for each (LCP) Literacy Completion Point of this program, the student

will be able to:

LITERACY COMPLETION POINT	LCP-A	Beginning - SPL 2-3
01.0	Demonstrate	vocationally related English skills necessary to obtain employment.
02.0	Demonstrate	vocationally related English skills necessary to maintain employment.
03.0	Demonstrate	vocationally related English skills necessary for career advancement.
04.0	Demonstrate	vocationally related English skills necessary to access applied technology.

LITERACY COMPLETION POINT	LCP-B	Intermediate - SPL 4-5
05.0	Demonstrate	vocationally related English skills necessary to obtain employment.
06.0	Demonstrate	vocationally related English skills necessary to maintain employment.
07.0	Demonstrate	vocationally related English skills necessary for career advancement.
08.0	Demonstrate	vocationally related English skills necessary to access applied technology.

LITERACY COMPLETION POINT	LCP-C	Advanced - SPL 6-7
09.0	Demonstrate	vocationally related English skills necessary to obtain employment.
10.0	Demonstrate	vocationally related English skills necessary to maintain employment.
11.0	Demonstrate	vocationally related English skills necessary for career advancement.
12.0	Demonstrate	vocationally related English skills necessary to access applied technology.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Program Title: English for Limited English Proficient Adults
Program Number: 9900400
Course Number: 9900050

LITERACY COMPLETION POINT LCP-A Beginning - SPL 2-3

01.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 01.01 Identify entry-level jobs which can be held by a Limited English Proficient person.
- 01.02 Read and select appropriate "Help Wanted" signs and simple ads.
- 01.03 Recognize appropriate identification for work eligibility.
- 01.04 Make simple inquiries with regard to job openings by telephone and/or in person.
- 01.05 Request an appointment for interview.
- 01.06 Complete simple job applications for employment using basic personal information.
- 01.07 Identify and demonstrate appropriate dress and behavior for job interviews (ex. handshakes, eye contact, etc.).
- 01.08 Respond to simple questions concerning work experiences and occupations.
- 01.09 Understand concept of selected benefits at work (insurance, vacation, leave, sick days, and retirement).
- 01.10 Express a desire for work.
- 01.11 Identify his/her personal job skills.
- 01.12 State current job status.

02.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 02.01 Identify general safety issues related to the American workplace.
- 02.02 Recognize common safety signs related to the workplace.
- 02.03 Demonstrate ability to give simple warnings to common emergencies.
- 02.04 Describe importance of work-related safety practices.
- 02.05 Identify consequences of common unsafe work-related practices.
- 02.06 Identify purpose of common safety clothing and equipment.
- 02.07 Demonstrate ability to communicate existence of work-related emergencies and take appropriate actions.
- 02.08 Demonstrate ability to take appropriate actions in work-related emergencies.
- 02.09 Demonstrate understanding of general work ethics common to workplaces in the United States.
- 02.10 Locate common work tools and work areas at job site.
- 02.11 Respond to simple questions about work progress.
- 02.12 Respond to simple questions about completion of tasks.
- 02.13 Respond to simple questions about planning future tasks.
- 02.14 Ask supervisor or co-workers for help.
- 02.15 Demonstrate understanding of the supervisors' or co-workers' explanations.
- 02.16 Recognize and identify materials, tools, and locations needed to carry out assigned job tasks.
- 02.17 Ask for clarification about job tasks.
- 02.18 Ask for instruction and feedback.

- 02.19 Read and complete one- and two-step instructions related to job tasks.
 - 02.20 Identify and demonstrate appropriate dress and safety equipment for the workplace.
 - 02.21 Demonstrate an understanding of punctuality in the workplace.
 - 02.22 Report time worked (timecard/timesheet).
 - 02.23 Read identification badges and employee name tags.
 - 02.24 Read alpha-numeric codes (ex. C-47, part number DL-857, etc.).
 - 02.25 Demonstrate an understanding of proper procedure to inform employer of illness or other circumstances that prevent presence at work.
 - 02.26 Identify and demonstrate appropriate hygiene for the workplace.
 - 02.27 Take and relate clear and accurate messages.
 - 02.28 Document information about completed tasks.
 - 02.29 Give one- and two-step instructions.
 - 02.30 Diagnose and verbalize with co-workers possible solutions to problematic job tasks.
 - 02.31 Identify culturally appropriate ways to express disagreement and/or anger.
 - 02.32 List steps needed in problem solutions.
 - 02.33 Ask for clarification to workplace policies and regulations.
 - 02.34 Provide information about completed tasks.
 - 02.35 Explain job tasks to others.
 - 02.36 Demonstrate understanding of workplace policies and regulations.
 - 02.37 Demonstrate ability to read and interpret work schedule.
 - 02.38 Request time off.
 - 02.39 Recognize and complete tax forms.
- 03.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY FOR CAREER ADVANCEMENT--The student will be able to:
- 03.01 Ask for information regarding types of professional/careers.
 - 03.02 Demonstrate an understanding of the relationship between job specifications and the training/education needed to qualify.
 - 03.03 Read about job training (educational) opportunities available in the community.
- 0.4 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:
- 04.01 Demonstrate an understanding of simple informational brochures about products.
 - 04.02 Identify simple solutions to common problems occurring in the workplace.
 - 04.03 Identify sequential steps to solve a problem in the workplace.
 - 04.04 Document steps taken to solve problems in the workplace.
 - 04.05 Demonstrate ability to use basic equipment related to the workplace(ex. computer, fax machine, telephone, copier, etc.).
 - 04.06 Identify basic equipment common to work sites.
 - 04.07 Demonstrate ability to "troubleshoot" common problems related to equipment found at work sites.
- LITERACY COMPLETION POINT LCP-B Intermediate - SPL 4-5**
- 05.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:
- 05.01 Identify advantages and disadvantages of various entry-level jobs which can be held by a Limited English Proficient person.

- 05.02 Read and select appropriate "Help Wanted" signs and ads.
- 05.03 Make simple inquiries with regard to job openings by telephone and/or in person.
- 05.04 Prepare one-page resume.
- 05.05 Request an appointment for an interview.
- 05.06 Complete standard job application for employment.
- 05.07 Express a desire for work.
- 05.08 Compare and contrast personal job skills with available positions.
- 05.09 Identify and demonstrate appropriate dress and behavior for job interview (ex. handshakes, eye contact, etc.) according to specific occupations.
- 05.10 Respond in depth to questions concerning work experiences and occupations.
- 05.11 State current job status.
- 05.12 Compare and contrast benefit packages.

06.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 06.01 Identify general safety issues related to the American workplace and specific occupations.
- 06.02 Demonstrate ability to give warning of common work-related emergencies.
- 06.03 Identify safety signs related to the workplace according to specific occupations.
- 06.04 Describe importance of work-related safety practices for specific occupations.
- 06.05 Identify consequences of unsafe work-related practices in specific occupations.
- 06.06 Explain purpose of safety clothing and equipment for specific occupations.
- 06.07 Demonstrate ability to communicate existence of work-related emergencies.
- 06.08 Identify appropriate responses to work-related emergencies.
- 06.09 Demonstrate ability to read storage instructions, emergency directions, and warnings for specific occupations.
- 06.10 Identify common elements of the U.S. work ethic.
- 06.11 Respond to common questions about work in progress.
- 06.12 Respond to common questions about completion of tasks.
- 06.13 Respond to common questions about planning future tasks.
- 06.14 Ask supervisor and co-workers for help.
- 06.15 Demonstrate understanding of the supervisors' and coworkers' explanations.
- 06.16 Recognize and identify materials, tools, and locations needed to carry out assigned job tasks for specific occupations.
- 06.17 Identify and locate people at work.
- 06.18 Identify and locate facilities at work.
- 06.19 Interpret parts list using alpha-numeric codes.
- 06.20 Ask for clarification about job tasks.
- 06.21 Ask for instruction and feedback.
- 06.22 Demonstrate ability to read and follow multiple-step instructions related to job tasks.
- 06.23 Demonstrate ability to modify tasks based on instructions.
- 06.24 Identify and demonstrate appropriate dress and safety equipment for the workplace and specific occupations.
- 06.25 Identify basic safety equipment specific to selected occupations.
- 06.26 Identify emergencies common to specific jobs.
- 06.27 Demonstrate appropriate responses to job-specific emergencies.
- 06.28 Report time worked using timecard/timesheet.

- 06.29 Demonstrate an understanding of proper procedure to inform employer of illness or other circumstances that prevent presence at work.
- 06.30 Demonstrate and discuss appropriate hygiene for the workplace.
- 06.31 Take and relate clear and accurate phone messages.
- 06.32 Document information about completed tasks.
- 06.33 Provide information about completed tasks.
- 06.34 Respond to multi-step instructions.
- 06.35 Give simple multi-step instructions.
- 06.36 Diagnose and explain to co-workers possible solutions to problematic job tasks.
- 06.37 Recognize importance of teamwork.
- 06.38 Identify appropriate strategies for management of anger.
- 06.39 List steps needed in solving problems.
- 06.40 Demonstrate understanding of workplace policies and regulations.
- 06.41 Ask for clarification to workplace policies and regulations.
- 06.42 Identify worker rights and responsibilities (ex. minimum wage, leave laws, religious practices, native language use, etc.).
- 06.43 Explain job tasks to others.
- 06.44 Demonstrate ability to read and interpret work schedule.
- 06.45 Request time off.
- 06.46 Distinguish between tax forms.

07.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY FOR CAREER ADVANCEMENT--The student will be able to:

- 07.01 Ask for information regarding professions/careers.
- 07.02 Demonstrate an understanding of the relationship between job specifications and the training/education needed to qualify.
- 07.03 Identify job training (educational) opportunities available in the community.
- 07.04 Prepare a career plan related to personal career goals.
- 07.05 Compare and contrast personal needs to achieve career goals.

08.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:

- 08.01 Demonstrate an understanding of informational brochures about products.
- 08.02 Identify solutions to problems occurring in specific workplaces.
- 08.03 Identify sequential steps to solve problems in specific work sites.
- 08.04 Document steps taken to solve problems in the workplace.
- 08.05 Demonstrate ability to use equipment related to specific workplaces (ex. computer, fax machine, telephone, copier, etc.).
- 08.06 Identify equipment specific to work sites.
- 08.07 Demonstrate ability to "troubleshoot" common problems related to equipment found at a specific work site.

LITERACY COMPLETION POINT LCP-C Advanced - SPL 6-7

09.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 09.01 Identify advantages and disadvantages of various jobs with reference to personal background.
- 09.02 Compare and contrast personal qualifications with requirements and abbreviations in "Help Wanted" signs and ads.
- 09.03 Determine appropriate means to respond to job opening

opportunities.

- 09.04 Prepare resumes appropriate to specific openings.
- 09.05 Complete job application for employment by using personal information and employment history.
- 09.06 Compare and contrast personal job skills with requirements for available positions.
- 09.07 Compare and contrast appropriate dress and behavior for job interview(ex. handshakes, eye contact, etc.) according to a specific occupation.
- 09.08 Respond in depth to questions concerning work experiences and occupations.
- 09.09 Relate information with regard to current job status or native country experience.
- 09.10 Compare and contrast safety issues related to the U.S. workplace and to a specific occupation.
- 09.11 Compare and contrast benefit packages as they relate to personal needs.

10.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 10.01 Explain safety signs related to the workplace and a specific occupation.
- 10.02 Describe importance of work-related safety practices for a specific occupation.
- 10.03 Explain consequences of unsafe work-related practices for a specific occupation.
- 10.04 Identify purpose of safety clothing and equipment for the workplace for a specific occupation.
- 10.05 Demonstrate ability to communicate existence of work-related emergencies and respond appropriately.
- 10.06 Demonstrate ability to complete accident reports.
- 10.07 Compare and contrast common elements of the U.S. work ethic with those of the native culture related to a specific occupation.
- 10.08 Respond to common questions about work progress related to a specific occupation.
- 10.09 Respond to common questions about completion of tasks related to a specific occupation.
- 10.10 Respond to common questions about planning future tasks related to a specific occupation.
- 10.11 Ask supervisors' or co-workers' assistance in completing an assignment.
- 10.12 Demonstrate understanding of the supervisors' or co-workers' explanations.
- 10.13 Specify materials, tools, and locations of items to carry out assigned tasks.
- 10.14 Ask for clarification about job tasks.
- 10.15 Ask for instruction and feedback.
- 10.16 Follow multi-step oral and written instructions related to job tasks.
- 10.17 Demonstrate appropriate dress and safety equipment for the workplace and a specific occupation.
- 10.18 Report time worked, including overtime and irregular schedules.
- 10.19 Demonstrate an understanding of proper procedure to inform employer of illness or other circumstances that prevent presence at work.
- 10.20 Compare and contrast appropriate and inappropriate hygiene for the workplace.
- 10.21 Compare and contrast cultural elements of a specific occupation to

- the general American workplace culture.
 - 10.22 Take and relate clear and accurate messages.
 - 10.23 Respond to documented information about completed tasks.
 - 10.24 Explain multi-step instructions orally and in writing.
 - 10.25 Diagnose alternative solutions to problems related to job tasks.
 - 10.26 Research steps needed in solving problems.
 - 10.27 Compare and contrast appropriate strategies or expressions for disagreement or anger.
 - 10.28 Ask for clarification of workplace policies and regulations.
 - 10.29 Provide information about completed tasks.
 - 10.30 Explain job tasks to others.
 - 10.31 Demonstrate understanding of workplace policies and regulations.
 - 10.32 Explain workers' rights.
 - 10.33 Explain employers' policies and opportunities.
 - 10.34 Interpret paycheck including deductions and leave information.
 - 10.35 Demonstrate ability to interpret job schedules.
 - 10.36 Request time off.
 - 10.37 Complete work-related forms.
- 11.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY FOR CAREER ADVANCEMENT--The student will be able to:
- 11.01 Ask for information regarding opportunities for career advancement.
 - 11.02 Demonstrate understanding of the relationship between job specifications and training/education needed to qualify.
 - 11.03 Compare and contrast job training (educational) opportunities available in the community to achieve career advancement goals.
 - 11.04 Prepare a career plan related to personal career growth.
 - 11.05 Compare and contrast informal and formal networking opportunities as they relate to a specific career.
- 12.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:
- 12.01 Demonstrate ability to comprehend job-specific work-related text or interpret a passage from occupational-specific instructional manuals.
 - 12.02 Identify solutions to problems occurring in a specific workplace related to common equipment at the work site.

Florida Department of Education
CURRICULUM FRAMEWORK

Course Title: Workplace Readiness Skills (ABE)
CIP: 1532.010500
Course Number: 9900060
Grade Level: 30, 31
Certification: Any Academic

- I. **PURPOSE:** The purpose of this program is to improve the employability of basic education students who are performing at or below the grade level equivalency of 0.0-5.9. The content develops workforce readiness skills which help the student qualify for further basic or postsecondary education, vocational education or employment.
- II. **PROGRAM STRUCTURE:** Workforce Readiness is a non-credit course designed to develop skills necessary for successful employment. Program completion is attainment of workforce readiness skills and achievement of the literacy completion point. Attainment of the literacy completion point may be measured by approved standardized tests or documentation of mastery of competencies.
- III. **SPECIAL NOTE:** It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons which integrate skills from several Intended Outcomes or Performance Standards (Benchmarks or Standards).

All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to computer technology is not provided every student. The computer sections are optional and will not be necessary to earn the Literacy Completion Point (LCP).

The Intended Outcomes and Performance Standards have been developed to facilitate documentation of learning gains. The frameworks are minimum performance standards developed by practitioners to provide consistency and quality adult basic education programs in Florida.

- IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:
 - 1.0 Identify ways to plan for employment.
 - 2.0 Identify ways to search for a job.
 - 3.0 Understand and/or demonstrate ability to apply for a job.
 - 4.0 Demonstrate an understanding of wages, benefits, taxes, and concepts of employee organizations or identify resources to assist in this interpretation.
 - 5.0 Demonstrate an understanding of safety standards and procedures.
 - 6.0 Demonstrate an understanding of concepts and materials related to job training, performance, retention, promotion, and changes.
 - 7.0 Demonstrate an understanding of concepts and materials related to retail workforce skills.

- 8.0 Demonstrate an understanding of concepts and materials related to trade workforce skills.
- 9.0 Demonstrate an understanding of concepts and materials related to medical workforce skills.
- 10.0 Demonstrate an ability to utilize common workplace technology and systems.
- 11.0 Demonstrate an ability to effectively utilize common interaction techniques in employment situations.
- 12.0 Demonstrate ability to understand computers.
- 13.0 Perform computer activities.
- 14.0 Demonstrate ability to engage in conversation, express feelings and emotions, and exchange opinions.

WORKFORCE READINESS

Literacy Completion Point

LCP A Workforce Readiness 0.0-5.9

1.0 IDENTIFY WAYS TO PLAN FOR EMPLOYMENT--The student will be able to:

- 1.01 Identify reasons people work.
- 1.02 Describe the relationship between jobs, careers, family life, and leisure activities.
- 1.03 Conduct a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources, as they relate to the job market.
- 1.04 Develop a career plan for future career options to include job preferences, training requirements, and tasks/responsibilities.
- 1.05 Understand the knowledge and skills required for a variety of careers of interest to the student.
- 1.06 Understand that career development is a lifelong process.
- 1.07 Discuss realistic career goals.
- 1.08 Identify positive and negative feelings that affect success at work and elsewhere.
- 1.09 Conduct a study of requirements for a probable job.
- 1.10 Prioritize areas needing personal improvement.
- 1.11 Apply for a real or simulated job and respond to an interview.
- 1.12 Match personal and occupational characteristics to a particular job.
- 1.13 Compare occupations based on entry-level requirements and benefits associated with employment.

2.0 IDENTIFY WAYS TO SEARCH FOR A JOB--The student will be able to:

- 2.01 Locate, select, and process classified ads.
- 2.02 Identify and locate government and private employment agencies and/or computer-assisted job search programs.
- 2.03 Interpret and process government forms related to seeking work.
- 2.04 Identify and locate personal resource materials (for example: birth certificate, diplomas, training certificates, driver's license, social security card).
- 2.05 Identify, contact, and list potential references.
- 2.06 Utilize personal/professional contacts to obtain job search information.
- 2.07 Apply for documentation or certification.
- 2.08 Develop a portfolio.
- 2.09 Develop a personal fact sheet to include, but not be limited to personal references, work history, educational information, and other pertinent data.
- 2.10 Develop a job search plan.
- 2.11 Interpret job applications.
- 2.12 Complete job applications.
- 2.13 Compose a resume.
- 2.14 Compose a cover letter.
- 2.15 Develop a job card file to record specific job leads, requirements, employer names, interview information, and personal notes.
- 2.16 Practice telephone etiquette when calling an employer for job information.

- 3.0 UNDERSTAND AND/OR DEMONSTRATE ABILITY TO APPLY FOR A JOB--The student will be able to:
- 3.01 Describe and give examples of effective interviewing situations including prepared questions to ask the interviewer.
 - 3.02 Identify appropriate behavior and attitudes interview situations.
 - 3.03 Demonstrate competence in job interview techniques to include grooming, dress, and verbal/nonverbal communication.
 - 3.04 Write a follow-up letter after the interview.
- 4.0 DEMONSTRATE AN UNDERSTANDING OF WAGES, BENEFITS, TAXES, AND CONCEPTS OF EMPLOYEE ORGANIZATIONS OR IDENTIFY RESOURCES TO ASSIST IN THIS INTERPRETATION--The student will be able to:
- 4.01 Interpret wages, deductions, benefits, and taxes.
 - 4.02 Interpret wage information charts, pamphlets, and forms.
 - 4.03 Interpret time-keeping forms such as timecards.
 - 4.04 Interpret pay schedules.
 - 4.05 Identify and interpret information about employee organizations.
 - 4.06 Identify fringe benefits (for example: employee assistance programs, employee benefit packages, medical insurance, retirement, etc.).
 - 4.07 Interpret contract agreements.
 - 4.08 Interpret union agreements.
 - 4.09 Interpret employee handbooks.
 - 4.10 Interpret personnel policies.
 - 4.11 Interpret job manuals.
 - 4.12 Interpret information about worker's compensation.
- 5.0 DEMONSTRATE AN UNDERSTANDING OF SAFETY STANDARDS AND PROCEDURES--The student will be able to:
- 5.01 Identify safety signs found in places of employment training and in public buildings.
 - 5.02 Interpret safety signs found in places of employment training and in public buildings.
 - 5.03 Interpret safety manuals and related publications.
 - 5.04 Identify safe work procedures.
 - 5.05 Wear safe work attire.
 - 5.06 Use common safety equipment correctly.
 - 5.07 Identify procedures for reporting training and job-related hazards, accidents, injuries, and/or damages.
 - 5.08 Demonstrate acceptable employee health habits.
 - 5.09 Report emergencies to appropriate persons.
 - 5.10 Demonstrate competency in first-aid procedures.
- 6.0 DEMONSTRATE AN UNDERSTANDING OF CONCEPTS AND MATERIALS RELATED TO JOB TRAINING, PERFORMANCE, RETENTION, PROMOTION, AND CHANGES (PARTIAL ADAPTATION FROM CASAS, 1997)--The student will be able to:
- 6.01 Identify factors the employer considers when promoting employees.
 - 6.02 Identify job training needs.
 - 6.03 Set learning goals.
 - 6.04 Interpret general work-related vocabulary.
 - 6.05 Interpret work specifications and quality standards.

- 6.06 Demonstrate the ability to apply or transfer skills learned in one job situation to another.
- 6.07 Interpret job-related technical information (for example: service manuals and training classes).
- 6.08 Interpret job-related signs, charts, diagrams, forms, and procedures.
- 6.09 Record information on forms, checklists, charts, etc.
- 6.10 Identify appropriate skills, education, behavior, attire, attitudes, social interaction, and other factors that affect job retention and advancement.
- 6.11 Recognize job responsibilities.
- 6.12 Perform job responsibilities as appropriate.
- 6.13 Interpret and write work-related correspondence including notes, memos, and letters.
- 6.14 Interpret written workplace announcements and notices.
- 6.15 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.
- 6.16 Select and analyze work-related information for a given purpose and communicate it to others.
- 6.17 Interpret performance reviews.
- 6.18 Interpret feedback to instructions.
- 6.19 React appropriately to constructive criticism.
- 6.20 Demonstrate a knowledge of how and when to make job changes.
- 6.21 Identify appropriate reasons for resigning from a job.
- 6.22 Identify and use appropriate general and work specific language.
- 6.23 Perform specific vocational measurements and/or calculations.
- 6.24 Analyze and solve workplace problems.
- 6.25 Complete specific vocational forms.
- 6.26 Identify and maintain appropriate attire and hygiene standards for employment situations.
- 6.27 Define the role of a supervisor, boss, and foreman.
- 6.28 Identify management techniques.
- 6.29 List probable stress factors of various jobs.
- 6.30 Give examples of desired worker characteristics from the standpoint of the employer.
- 6.31 Identify and express personal goals related to employment.
- 6.32 Evaluate personal strengths and weaknesses in relationship to the job.
- 6.33 Identify appropriate behavior, attitudes, and social interaction for maintaining a job and obtaining a promotion.

7.0 DEMONSTRATE AN UNDERSTANDING OF CONCEPTS AND MATERIALS RELATED TO RETAIL WORKFORCE SKILLS--The student will be able to:

- 7.01 Demonstrate an understanding of the underlying principles of customer satisfaction and customer relations skills.
- 7.02 Utilize basic math skills as they relate to sales and inventory.
- 7.03 Demonstrate an understanding of how to close a sale.
- 7.04 Demonstrate an understanding of effective interpersonal communication skills.
- 7.05 Effectively utilize retail office machines.
- 7.06 Demonstrate an understanding of effective listening techniques.
- 7.07 Show an ability to follow simple and complex directions in a logical sequencing order.

8.0 DEMONSTRATE AN UNDERSTANDING OF CONCEPTS AND MATERIALS RELATED TO TRADE WORKFORCE SKILLS--The student will be able to:

- 8.01 Understand appropriate use of tools.
 - 8.02 Use tools appropriately.
 - 8.03 Utilize basic math skills as they apply to measurement, mental estimation, reasoning, and practical word problem skills.
 - 8.04 Utilize critical thinking and problem-solving techniques.
 - 8.05 Demonstrate an understanding of effective listening techniques.
 - 8.06 Demonstrate effective interpersonal communication skills.
 - 8.07 Show an ability to follow simple and complex directions in a logical sequencing order.
- 9.0 DEMONSTRATE AN UNDERSTANDING OF CONCEPTS AND MATERIALS RELATED TO MEDICAL WORKFORCE SKILLS--The student will be able to:
- 9.01 Utilize basic math principles as they apply to the medical field to include metric conversions, measurement, and basic math skills.
 - 9.02 Demonstrate written and verbal literacy.
 - 9.03 Utilize critical thinking and problem-solving techniques.
 - 9.04 Demonstrate an understanding of effective listening techniques.
 - 9.05 Demonstrate effective interpersonal communication skills.
 - 9.06 Show an ability to follow simple and complex directions in a logical sequencing order.
- 10.0 DEMONSTRATE AN ABILITY TO UTILIZE COMMON WORKPLACE TECHNOLOGY AND SYSTEMS--The student will be able to:
- 10.01 Identify common tools, equipment, machines, and materials required for one's job.
 - 10.02 Demonstrate simple keyboarding skills.
 - 10.03 Demonstrate ability to use a filing system or other ordered system (for example: coded or numbered).
 - 10.04 Demonstrate use of common business machines (for example: fax machine, copy machine, e-mail computer).
 - 10.05 Demonstrate basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts.
 - 10.06 Demonstrate ability to identify and resolve problems with machines and to follow proper maintenance procedures.
 - 10.07 Take and interpret telephone messages effectively.
 - 10.08 Leave messages on answering machines.
 - 10.09 Interpret recorded messages.
 - 10.10 Use the telephone to make and receive routine business calls effectively.
 - 10.11 Follow telephone touchtone instructions for automated services.
 - 10.12 Demonstrate word processing and computer skills.
- 11.0 DEMONSTRATE AN ABILITY TO EFFECTIVELY UTILIZE COMMON INTERACTION TECHNIQUES IN EMPLOYMENT SITUATIONS--The student will be able to:
- 11.01 Demonstrate an ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals.
 - 11.02 Identify ways to learn from others and to help others learn job-related concepts and skills.

- 11.03 Demonstrate effective communication skills in working with customers and clients.
 - 11.04 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers.
 - 11.05 Demonstrate leadership skills, including effectively communicating ideas or positions.
 - 11.06 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises.
 - 11.07 Demonstrate effective body language and its influence on the observer.
 - 11.08 Identify sexual harassment issues in the workplace.
 - 11.09 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups.
 - 11.10 Identify possible areas of disagreement between coworkers and provide examples of ways to resolve the conflict.
 - 11.11 Recognize unnecessary social communication on the job.
 - 11.12 Work cooperatively in a small group.
 - 11.13 Build and use a personal support system on the job.
 - 11.14 Demonstrate techniques for handling stress and time management problems on the job.
- 12.0 DEMONSTRATES ABILITY TO UNDERSTAND COMPUTERS--The student will be able to:
- 12.01 Identify basic terminology associated with computers.
 - 12.02 Identify the parts of a computer.
 - 12.03 Identify hardware.
 - 12.04 Identify software.
 - 12.05 Demonstrate appropriate use and care of computer hardware and software.
- 13.0 PERFORM COMPUTER ACTIVITIES--The student will be able to:
- 13.01 Demonstrate the steps necessary to "boot up" a computer system (for example: DOS, Windows, Macintosh).
 - 13.02 Utilize computer directories to locate files.
 - 13.03 Identify the basic components of a computer system.
 - 13.04 Understand utilization possibilities.
 - 13.05 Understand advantages and disadvantages of computers.
- 14.0 DEMONSTRATES ABILITY TO ENGAGE IN CONVERSATION, EXPRESS FEELINGS AND EMOTIONS, AND EXCHANGES OPINIONS--The student will be able to:
- 14.01 Identify or use appropriate language for informational purposes (for example: to identify, describe, ask for information, state needs, command, agree or disagree, ask permission, complain, persuade). Examples: Expressing likes and dislikes when asked simple questions; Greeting others; Exchanging information necessary to plan events or activities; Identifying or using appropriate language in general social situations (for example: to introduce, thank, apologize, compliment, express pleasure or regret); Using appropriate gestures and expressions to complete or enhance verbal messages (for example: body language); Interacting with users of another language with sufficient skill to gather information necessary for a simple project;

Requesting additional information to understand a message;
Using eye contact to establish communication relationships.

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Workplace Readiness Skills
Program Number: 9900040
Course Title: Workplace Readiness Skills for LEP Adults
Course Number: 9900080
CIP Number: 1532.010502
Grade Level: 30,31
Length: Variable
Certification: Any Academic

- I. **PURPOSE:** The purpose of this course is to improve the employability of limited English proficient adults who are employed but are required to improve English language skills to maintain or improve employment.

The content is compatible with principles of language acquisition for adult learners of English and includes language skills which enhance the employee's career options within the company. Most skills included in this course are generic and their acquisition will benefit the worker at any place of employment.

- III. **PROGRAM STRUCTURE:** Workplace Readiness Skills for the LEP Adult is a non-credit course which is designed to enhance the English language ability of employees, thereby improving their opportunities for career development.

The suggested course length is 450 hours. Successful completion of the class will be a joint decision of the instructor and the employer and documented by a minimum of student portfolio and/or student check lists. The goal is to improve the student's ability to function in the workplace setting. The employer is in the best position to make that decision. This course is part of the English for Limited English Proficient Adults Program.

- III. **INTENDED OUTCOMES:** After successfully completing this program the student will be able to:

- 01.0 Demonstrate English skills needed to become a valuable employee when new on the job.
- 02.0 Demonstrate English skills necessary when effectively communicating with others.
- 03.0 Demonstrate English skills required for effective job performance.
- 04.0 Demonstrate English skills which document ability to work safely.
- 05.0 Demonstrate English skills which are evidence of ability to make decisions on the job.
- 06.0 Demonstrate English skills necessary for job advancement.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Workplace Readiness Skills
Program Number: 9900400
Course Title: Workplace Readiness Skills for LEP Adults
Course Number: 9900080

01.0 DEMONSTRATE ENGLISH SKILLS NEEDED TO BECOME A VALUABLE EMPLOYEE WHEN NEW ON THE JOB--The student will be able to:

- 01.01 Give personal information.
- 01.02 Use telephone effectively to call in sick, late, etc.
- 01.03 Locate people and places.
- 01.04 Locate common supplies and work areas at job sites.
- 01.05 Demonstrate ability to read/interpret work schedule.
- 01.06 Request time off/schedule change.
- 01.07 Determine meaning of job specific vocabulary.
- 01.08 Read and interpret job descriptions.
- 01.09 Interpret company benefits, insurance, paychecks, etc.
- 01.10 Follow company policies regarding dress, good grooming, personal hygiene, etc.
- 01.11 Read/understand company mission statement, philosophy, manuals.
- 01.12 Fill out appropriate company and tax forms, reports, etc.

02.0 DEMONSTRATE ENGLISH SKILLS NECESSARY WHEN EFFECTIVELY COMMUNICATING WITH OTHERS--The student will be able to:

- 02.01 Communicate with staff/customers in effective/pleasant manner.
- 02.02 Follow oral and written instructions, directions, requests, etc.
- 02.03 Respond to requests for information.
- 02.04 Respond to simple questions about work progress.
- 02.05 Respond to simple questions about completion of tasks.
- 02.06 Respond to simple questions about planning future tasks.
- 02.07 Ask supervisors/co-workers for assistance/permission.
- 02.08 Ask supervisors/co-workers for clarification/reasons.
- 02.09 Ask supervisors/co-workers for instructions and feedback.
- 02.10 Demonstrate understanding of the supervisors'/co-workers' explanation.
- 02.11 Take and relate clear and accurate messages.
- 02.12 Explain required repairs, equipment problems, defects, substitutions, etc.
- 02.13 Explain tasks accomplished, work in progress, problems on the job, etc.
- 02.14 Make suggestions.
- 02.15 Explain options/possibilities.
- 02.16 Communicate (small talk) with co-workers, guests, clients, etc.

03.0 DEMONSTRATE ENGLISH SKILLS REQUIRED FOR EFFECTIVE JOB PERFORMANCE--The student will be able to:

- 03.01 Serve clients/customers in an effective manner.
- 03.02 Identify supplies, their use and location.
- 03.03 Recognize/identify materials and tools needed to carry out job tasks.
- 03.04 Read and complete one and two step instructions related to job tasks.
- 03.05 Read and interpret signs.
- 03.06 Demonstrate ability to use basic equipment related to workplace.
- 03.07 Demonstrate ability to "troubleshoot" common problems related to

- equipment.
 - 03.08 Document information about completed tasks.
 - 03.09 Identify and demonstrate appropriate dress and proper hygiene for the workplace.
 - 03.10 Report time worked/overtime/irregular schedules.
 - 03.11 Demonstrate an understanding of punctuality in the workplace.
 - 03.12 Demonstrate an understanding of proper procedures to inform employer of illness or other circumstances that prevent presence at work.
 - 03.13 Read and interpret performance evaluations.
 - 03.14 Adapt to changes in work environment.
 - 03.15 Know and follow the chain of command.
 - 03.16 Participate as a team member.
- 04.0 DEMONSTRATE ENGLISH SKILLS WHICH DOCUMENT ABILITY TO WORK SAFELY--The student will be able to:
- 04.01 Identify general safety issues related to the U.S. workplace.
 - 04.02 Identify common safety signs related to the workplace.
 - 04.03 Describe importance of work-related safety practices.
 - 04.04 Identify consequences of common unsafe work-related safety practices.
 - 04.05 Identify purpose of common safety clothing and equipment.
 - 04.06 Identify safety precautions, hazardous conditions and chemicals.
 - 04.07 Read labels, warnings, sanitation regulations, accident prevention.
 - 04.08 Report accidents, injuries, emergency situations.
 - 04.09 Operate equipment safely.
 - 04.10 Demonstrate ability to communicate existence of work-related emergencies.
 - 04.11 Demonstrate ability to take appropriate actions in work-related emergencies.
- 05.0 DEMONSTRATE ENGLISH SKILLS WHICH ARE EVIDENCE OF ABILITY TO MAKE DECISIONS ON THE JOB--The student will be able to:
- 05.01 Demonstrate creative thinking by suggesting new ideas or procedures.
 - 05.02 Demonstrate decision making skills by evaluating and choosing alternatives.
 - 05.03 Demonstrate problem solving skills by generating alternative solutions to a problem.
 - 05.04 List steps needed in problem solving skills by generating alternative solutions to a problem.
 - 05.05 Diagnose and verbalize with co-workers possibilities related to problematic job tasks.
 - 05.06 Know how to learn or memorize facts or processes.
 - 05.07 Demonstrate adequate reasoning skills by applying standard policies to new situations.
 - 05.08 Communicate with supervisors in order to take a more active role in the community.
- 06.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR JOB ADVANCEMENT--The student will be able to:
- 06.01 Recognize the benefits for continuing educational growth.
 - 06.02 Ask for information regarding job openings.
 - 06.03 Identify the importance of job evaluations for promotions/job retention.
 - 06.04 Identify appropriate skills/education opportunities available at

- work and in the community.
- 06.05 Identify appropriate training/educational opportunities available at work and in the community.
- 06.06 Identify appropriate behavior, attire, attitude and social interaction for promotion.

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: English for Limited English Proficient Adults
Program Number: 9900090
Course Title: Citizenship
Course Number: 9900090
CIP Number: 1533.010200
Grade Level: 30, 31
Length: Variable
Certification: Any Academic
Minimum Basic Skills: Reading 2

- I. **PURPOSE:** The purpose of this course is to prepare students for success in the Naturalization process required for all who have United States Citizenship as a goal.

The content includes preparation for the Citizenship Test by studying U.S. History, government, culture and symbols with specific emphasis on rights and responsibilities under the Constitution of the United States of America.

- II. **PROGRAM STRUCTURE:** Citizenship is a course which is part of the English for Limited English Proficient Adults Program.

- III. **SPECIAL NOTE:** A reading level of second (2nd) grade or the statistical scale score equivalent must be achieved on an approved standardized test by any student seeking to enroll in the citizenship course.

- IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

- 01.0 Identify the requirements and process to become a United States Citizen.
- 02.0 Identify rights and responsibilities of a United States Citizen.
- 03.0 Identify United States symbols.
- 04.0 Identify prominent individuals and events that have contributed to United States history, government and culture.
- 05.0 Identify the structure and function of the United States Government as established by the Constitution.

July 1998

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: English for Limited English Proficient Adults
Program Number: 9900400
Course Title: Citizenship
Course Number: 9900090

01.0 IDENTIFY THE REQUIREMENTS AND PROCESS TO BECOME A UNITED STATES CITIZEN--
The student will be able to:

- 01.01 Prove to be at least 18 years old.
- 01.02 Complete application for Naturalization (N-400).
- 01.03 Demonstrate an understanding for permanent residence requirements; thereby, being legally accorded the privilege of residing permanently in the United States as an immigrant in accordance with the immigration laws.
- 01.04 Prove continuous lawful residency in the U.S. for at least five years; however, has not been absent for a continuous period of one year or more and has not been out of the United States 30 months or more during the last five years totaling no more than one year.
- 01.05 Demonstrate good moral character and loyalty to the principles of the Constitution.
- 01.06 Demonstrate ability to read, write, speak, and comprehend English.
- 01.07 Demonstrate knowledge of United States Government and History.
- 01.08 Forfeit any foreign allegiance and pledges to obey the Constitution and laws of the United States.

02.0 IDENTIFY RIGHTS AND RESPONSIBILITIES OF A UNITED STATES CITIZENS--The student will be able to:

- 02.01 Comprehend the importance of knowing and obeying laws.
- 02.02 Demonstrate knowledge of voting procedures.
- 02.03 Demonstrate knowledge of and apply regulations regarding United States tax system.
- 02.04 Demonstrate knowledge of jury duty responsibilities.
- 02.05 Know the criteria to register with the military.

03.0 IDENTIFY UNITED STATES SYMBOLS--The student will be able to:

- 03.01 Identify the White House as official home for the United States President.
- 03.02 Recognize the United States Capitol as a meeting place for the United States Congress.
- 03.03 Recognize the Liberty Bell as the image of freedom for the United States.
- 03.04 Demonstrate knowledge of significance of United States Flag.
- 03.05 Know significance of Statue of Liberty.
- 03.06 Recognize importance of Independence Hall.
- 03.07 Comprehend usage of United States Seal.

04.0 IDENTIFY PROMINENT INDIVIDUALS AND EVENTS THAT HAVE CONTRIBUTED TO UNITED STATES HISTORY, GOVERNMENT AND CULTURE--The student will be able to:

- 04.01 Identify Francis Scott Key and explain his contribution.
- 04.02 Identify Thomas Jefferson and explain his contribution.
- 04.03 Identify George Washington and explain his contribution.
- 04.04 Identify Patrick Henry and explain his contribution.
- 04.05 Demonstrate knowledge of the significance and consequences of the

Civil Right Movement.

- 04.06 Identify civil right leaders (e.g., Abraham Lincoln, John F. Kennedy, Martin Luther King, Jr.).
 - 04.07 Identify major events that shaped the foundation of the U.S.
 - 04.08 Recognize the importance of the American Revolution.
 - 04.09 Explain the causes of the American Civil War.
 - 04.10 Recognize the concept of the first Thanksgiving.
- 05.0 IDENTIFY THE STRUCTURE AND FUNCTION OF THE UNITED STATES GOVERNMENT AS ESTABLISHED BY THE CONSTITUTION--The student will be able to:
- 05.01 Explain the concept of the U.S. Constitution.
 - 05.02 Identify the three branches of U.S. Government.
 - 05.03 Explain the importance of the Bill of Rights.
 - 05.04 Define amendments.
 - 05.05 Identify the structure and function of government at the local and state levels.
 - 05.06 Identify types of local government.
 - 05.07 Identify current local leaders.
 - 05.08 Explain government election procedure at the local, state, and national level.
 - 05.09 Identify who has the right to vote.
 - 05.10 Explain the importance of voting in a democracy.

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Adult General Education Adults With Disabilities
Program Number: 9900100
Course Title: Adults With Disabilities
CIP Number: 1532.010204
Grade Level: 30,31
Length: Variable
Certification: Any Academic
 Any vocational field or coverage

- I. **PURPOSE:** The purpose of this course is to provide specialized adult general education for students with disabilities who may need intensive, ongoing support. Instruction in literacy, work-related behaviors, and daily living skills are provided that will enable the students to participate in home and community activities, and reach desired personal goals including work. The course includes selected competencies from one or more of the adult general education and exceptional student education program areas. Student performance standards may be designed to meet the individual needs of students with a wide range of functioning ability.
- II. **PROGRAM STRUCTURE:** This course may be considered as a program itself or may be repeated to make up a program.
- III. **SPECIAL NOTE:** This entire course is not intended to be mastered in one year. The particular outcomes and student performance standards which the student must master must be specified in the student's Adult Individual Educational Plan (AIEP). Documentation of mastery of student performance standards must be recorded on the student's AIEP.

This course is designed to include selected components from any adult general education or exceptional student education course.

- IV. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to perform the following:
- 01.0 Demonstrate appropriate personal care skills.
 - 02.0 Manage interpersonal relationships.
 - 03.0 Demonstrate self-advocacy and self-determination skills.
 - 04.0 Demonstrate literacy skills.
 - 05.0 Demonstrate work-related behaviors.
 - 06.0 Demonstrate readiness for entry into the workforce.
 - 07.0 Demonstrate mastery of selected outcomes from one or more adult general education or exceptional student education course(s).

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Adult General Education Adults With Disabilities
Program Number: 9900100

- 01.0 DEMONSTRATE APPROPRIATE PERSONAL CARE SKILLS--The student will be able to:
- 01.01 Demonstrate basic health and personal safety procedures.
 - 01.02 Demonstrate self-care skills for personal hygiene, dress, health, and fitness.
 - 01.03 Follow procedures to ensure health and safety in various situations.
 - 01.04 Demonstrate how to respond safely and appropriately to unexpected events.
- 02.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:
- 02.01 Demonstrate age-appropriate social skills in a variety of settings.
 - 02.02 Initiate communication and respond effectively in a variety of situations.
 - 02.03 Demonstrate strategies for problem solving/resolving conflicts.
 - 02.04 Maintain a positive relationship with others.
- 03.0 DEMONSTRATE SELF-ADVOCACY AND SELF-DETERMINATION SKILLS--The student will be able to:
- 03.01 Express personal needs.
 - 03.02 Evaluate own needs and interests.
 - 03.03 Use information to make choices.
 - 03.04 Make plans based on personal choices.
 - 03.05 Expedite activities based on decision making.
 - 03.06 Evaluate outcomes and make adjustment.
- 04.0 DEMONSTRATE LITERACY SKILLS--The student will be able to:
- 04.01 Demonstrate ability to apply literacy skills to meet individual needs.
 - 04.02 Demonstrate ability to express information.
 - 04.03 Use community resources to enhance the quality of life.
- 05.0 DEMONSTRATE WORK-RELATED BEHAVIORS--The student will be able to:
- 05.01 Demonstrate the ability to follow directions.
 - 05.02 Demonstrate appropriate behaviors related to task completion.
 - 05.03 Participate effectively in group settings/on a team.
 - 05.04 Demonstrate awareness of jobs and job responsibilities.
 - 05.05 Respond appropriately to constructive criticism.
- 06.0 DEMONSTRATE READINESS FOR ENTRY INTO THE WORKFORCE
- 06.01 Demonstrate realistic career goals.
 - 06.02 Conduct a job search.
 - 06.03 Complete job applications and other work-related documents.
 - 06.04 Participate in a job selection and interview process.
 - 06.05 Demonstrate basic banking and budgeting skills.
 - 06.06 Identify and use reliable transportation.

07.0 DEMONSTRATE MASTERY OF SELECTED OUTCOMES FROM ONE OR MORE ADULT GENERAL
EDUCATION OR EXCEPTIONAL STUDENT EDUCATION COURSE(S)--The student will be
able to:

- 07.01 Perform tasks as they relate to literacy.
- 07.02 Perform daily living skills.
- 07.03 Perform work-related behaviors.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: System For Applied Individualized Learning (SAIL)
Program Type:
Occupational Area: Instructional Support Services
Components: N/A

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers	9001710	S990001
CIP Number	1199.0002SN	1199.0001SN
Grade Level	9-12, 30, 31	30, 31
Length	Variable, non-credit	
Certification:	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER G WITH BACHELOR/HIGHER DEGREE	
Facility Code:	271	
VSO		
Coop Method		
Apprenticeship		
Basic Skills		
Math		
Language		
Reading		

I. **PURPOSE:** The purpose of this program is to prepare students for academic, technical and personal success. This program strives to inspire and motivate students to become productive, self-sufficient members of society. The SAIL system is based upon the assessed needs of the individual and the academic and employability requirements related to Florida's comprehensive Vocational Education programs. It provides:

- 1) Career assessment designed to assist persons with special needs in identifying vocational interests, temperament, aptitudes and learning styles.
- 2) Individualized basic skills related instruction to educationally disadvantaged students (including Limited English Proficient individuals) whose basic skills deficiencies may prevent success in vocational job preparatory programs or prevent completion of licensure vocational job preparatory programs of their choice.
- 3) Employability behavior instruction for job acquisition and job retention.
- 4) Secretary's Commission on Achieving Necessary Skills (SCANS) competency training.

The program encompasses a combination of the following instructional components:

- A. CAREER ASSESSMENT AND/OR REFERRAL
- B. BASIC SKILLS RELATED INSTRUCTION
 - 1) Reading
 - 2) Language
 - 3) Mathematics
 - 4) Study and Reference Skills

- C. OTHER RELATED INSTRUCTION (as needed)
 - 1) Science
 - 2) Social Studies
 - 3) Advanced Mathematics
- D. WORKFORCE READINESS SKILLS (offered under program number 9900070)
- E. COMPLEMENTARY SKILLS
- F. SCANS
- G. BASIC COMPUTER LITERACY
- H. VESOL (Vocational Education For Speakers Of Other Language) may be adapted to become an integral part of SAIL (as needed).

II. PROGRAM STRUCTURE: Program procedures encompass the following:

- 1. Interviewing and goal setting.
- 2. Diagnosis of learning difficulties: competency assessment is performed for each student by personnel trained in SAIL concepts and program procedures to identify needs in each of the instructional components. The basic skills assessment instruments are listed in Rule 6A-10.040, FAC.
- 3. Prescribing individualized instruction.
- 4. Managing learning activities.
- 5. Evaluating student progress.

III. SPECIAL NOTE: The SAIL program is a non-graded system.

Laboratory Activities: The program is characterized by open entry/open exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. As a result, a variety of multimedia resources is used in the SAIL laboratory setting. Equipment used may include computers, tape recorders, cassette players, language masters, videos, CD-ROMs, interactive videos, voice synthesizers, integrated work stations, screen magnifiers, talking books, "Visipitch," etc.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

IV. INTENDED OUTCOMES: After successfully completing appropriate course(s) for each literacy completion point of this program, the student will be able to perform the following:

- 01.0 Identify vocational interest and aptitude in making career choices.
- 02.0 Demonstrate basic reading skills.
- 03.0 Demonstrate basic language skills.
- 04.0 Demonstrate basic mathematics skills.
- 05.0 Demonstrate study and reference skills.
- 06.0 Practice job acquisition and job retention skills.
- 07.0 Demonstrate awareness of complementary skills.
- 08.0 Apply SCANS competencies.
- 09.0 Demonstrate basic computer literacy.

As Needed:

- 10.0 Demonstrate basic science skills.
- 11.0 Demonstrate basic social studies skills.
- 12.0 Demonstrate advanced mathematics skills.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services
Program Title: Secondary System For Applied Individualized Learning
Secondary Number: 9001710
CIP Number: 1199.0002SN

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

BASIC SKILLS: READING

02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

- 02.01 Identify synonyms.
- 02.02 Identify antonyms.
- 02.03 Identify homonyms.
- 02.04 Identify affixes.
- 02.05 Interpret the meaning of words in context.
- 02.06 Analyze passage details.
- 02.07 Interpret the feelings, motives, or traits of characters in a passage.
- 02.08 Identify the main idea.
- 02.09 Identify cause-and-effect relationships.
- 02.10 Interpret structural techniques of writing.
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction.

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 03.01 Demonstrate proper usage of punctuation.
- 03.02 Identify the correct use of capital letters.
- 03.03 Demonstrate proper usage of troublesome words.
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms.
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences.
- 03.06 Demonstrate the correct use of various sentence types.
- 03.07 Demonstrate the proper usage of adjectives and adverbs.
- 03.08 Demonstrate the proper usage of regular and irregular verbs.
- 03.09 Demonstrate the ability to spell words correctly.
- 03.10 Demonstrate the proper use of other parts of speech.
- 03.11 Demonstrate appropriate word and syllable stress and intonation.

- 03.12 Demonstrate the use of multi-media communication tools.
- 03.13 Develop the ability to ask and respond to questions appropriately.
- 03.14 Distinguish between personal and professional language.
- 03.15 Demonstrate proper paragraph formation.

BASIC SKILLS: MATHEMATICS

04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 04.01 Change words to numbers.
- 04.02 Identify place value.
- 04.03 Demonstrate the ability to round numbers.
- 04.04 Perform basic operations with whole numbers.
- 04.05 Perform basic operations with common fractions.
- 04.06 Perform basic operations with decimals.
- 04.07 Identify mathematics symbols and geometric forms.
- 04.08 Perform basic operations with percentages.
- 04.09 Interpret basic charts, graphs and tables.
- 04.10 Perform basic map reading techniques.
- 04.11 Use conversion procedures in both standard and metric systems.
- 04.12 Apply concepts of measurements.
- 04.13 Perform basic operations with signed numbers.
- 04.14 Demonstrate the ability to solve algebraic equations.
- 04.15 Apply basic geometric concepts.
- 04.16 Demonstrate problem-solving techniques.

STUDY AND REFERENCE SKILLS

05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 05.01 Request oral and written directions.
- 05.02 Follow oral and written directions.
- 05.03 Identify and use a variety of resources and reference materials.
- 05.04 Interpret graphs, charts, diagrams, maps and tables.
- 05.05 Develop note taking skills.
- 05.06 Develop test taking skills.
- 05.07 Develop study skills.

WORKFORCE READINESS SKILLS

06.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION/JOB RETENTION SKILLS--The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 06.01 Prepare a personal data sheet.
- 06.02 Prepare a resume.
- 06.03 Identify job announcement sources.
- 06.04 Prepare a cover letter.
- 06.05 Demonstrate the ability to correctly complete an employment application.
- 06.06 Demonstrate appropriate interviewing techniques.
- 06.07 Prepare for applicable employment tests.
- 06.08 Demonstrate the ability to complete work-related documents.

- 06.09 Demonstrate an understanding of appropriate job behaviors.
- 06.10 Interpret company policies and procedures.
- 06.11 Demonstrate knowledge of resignation procedures

COMPLEMENTARY SKILLS

- 07.0 DEMONSTRATE AWARENESS OF COMPLEMENTARY SKILLS--The instruction in complementary skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 07.01 Identify sources of community services agencies.
- 07.02 Demonstrate consumer awareness.
- 07.03 Identify principles of business organization and management.
- 07.04 Practice health maintenance skills.
- 07.05 Demonstrate knowledge of responsible citizenship.
- 07.06 Demonstrate a basic understanding of the governmental structure.
- 07.07 Recognize fraudulent practices.
- 07.08 Demonstrate cultural and environmental awareness.

SCANS

- 08.0 See section III.

BASIC COMPUTER LITERACY

- 09.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in basic computer literacy is based on individual need and may include, but is not limited to the following. The student will be able to:

- 09.01 Define computer terms.
- 09.02 List practical applications of the computer in the workplace.
- 09.03 Develop proficiency in keyboarding.
- 09.04 Demonstrate an understanding of operating systems.
- 09.05 Demonstrate an understanding of software applications.
- 09.06 Develop Internet/network literacy

SCIENCE SKILLS

- 10.0 DEMONSTRATE BASIC SCIENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in science competencies is based on individual need and may include, but is not limited to the following. The student will be able to:

- 10.01 Use the scientific method to solve problems.
- 10.02 Relate career opportunities to the sciences.
- 10.03 Describe how the life sciences interact with technology and society.
- 10.04 Describe cell function and structure in healthy and diseased tissue.
- 10.05 Identify and describe the functions of major human systems.
- 10.06 Identify the earth's structure and describe the forces which cause change.
- 10.07 Differentiate between and list examples of chemical and physical change.
- 10.08 Identify various methods of measuring time.

- 10.09 Describe the interrelationships of force, work, energy and motion.
- 10.10 Identify the simple machine components of complex machines.
- 10.11 Identify the laws of motion.
- 10.12 Describe the basic characteristics of the three states of matter.
- 10.13 Demonstrate knowledge of the periodic table.
- 10.14 Define the properties of light and sound.
- 10.15 Explain the differences between weight and mass, speed and velocity, and forces and motion.
- 10.16 Explain conservation of mass.
- 10.17 Apply the mole concept.
- 10.18 Describe Newton's laws of motion and gravitation.
- 10.19 Apply the First and Second Laws of Thermodynamics.
- 10.20 Apply Joule's Law and Ohm's Law in problem solving.

SOCIAL STUDIES SKILLS

- 11.0 DEMONSTRATE BASIC SOCIAL STUDIES SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM-- The instruction in social studies competencies is based on individual need and may include, but is not limited to the following. The student will be able to:
 - 11.01 Demonstrate a basic understanding of the contemporary social issues that affect American political, economic and social systems.
 - 11.02 Explain the basic economic system.
 - 11.03 Describe how resources are allocated and income is distributed through the operation of supply and demand and through governmental policies.
 - 11.04 Describe relationships among employment, inflation, and monetary and fiscal policy and the importance of these relationships for economic stability and growth.
 - 11.05 Recognize the relationship of government, labor, and competition to the free enterprise system.
 - 11.06 Describe current and historic events from the perspective of diverse cultural and ethnic groups.
 - 11.07 Apply processes of critical and creative thinking to analyze the effects of major American traditions (political, economic, and social) on historical patterns of development in the United States.
 - 11.08 Recognize the relationship of government, labor and competition to the free enterprise system.
 - 11.09 Demonstrate knowledge and proficiency in the use of maps and globes.
 - 11.10 Describe the relationship between the individual and society.
 - 11.11 Describe the check and balance system of the three branches of government.
 - 11.12 Describe the major domestic and foreign problems facing our nation today.
 - 11.13 Describe the importance of participation in community service and civic improvement in political activities.
 - 11.14 Demonstrate a basic understanding of the American legal, political and economic systems and traditions.
 - 11.15 Describe basic criminal law terms, criminal offenses and classifications of crimes.
 - 11.16 Describe the nature of the law in a free society and the constitutional rights and safeguards of the individual.

- 11.17 Describe the differences between inherited and acquired behaviors.
- 11.18 Distinguish between normal and abnormal behavior.
- 11.19 Use appropriate vocabulary, geographical, reference/study, critical thinking and decision-making skills.

ADVANCED MATH

- 12.0 DEMONSTRATE ADVANCED MATH SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in advanced math competencies is based on individual need and may include, but is not limited to the following. The student will be able to:
 - 12.01 Apply principles of algebra to technically related problems.
 - 12.02 Apply principles of geometry/analytic geometry to technically related problems.
 - 12.03 Apply principles of trigonometry to technically related problems.
 - 12.04 Apply principles of calculus to technically related problems.
 - 12.05 Demonstrate ability to operate a scientific calculator.

VESOL

- 13.0 DEMONSTRATE VESOL SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in VESOL literacy is based on individual need and may include, but is not limited to the following. The student will be able to:
 - 13.1 Demonstrate proficiency in listening components of the English language.
 - 13.2 Demonstrate proficiency in oral components of the English language.
 - 13.3 Demonstrate proficiency in reading components of the English language.
 - 13.4 Demonstrate proficiency in writing components of the English language.
 - 13.5 Develop the ability to ask and respond to questions.
 - 13.6 Demonstrate ability to follow directions, both oral and written.
 - 13.7 Demonstrate an awareness of the diversity of cultures.
 - 13.8 Demonstrate knowledge of responsible citizenship.
 - 13.9 Demonstrate appropriate workplace behaviors.

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Occupational Area: Instructional Support Services
 Program Title: System For Applied Individualized Learning
 PostSecondary Number: S990001
 CIP Number: 1199.0001SN

Literacy Completion Point 2 - Vocational Preparatory, Mathematics

CAREER ASSESSMENT

- 01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:
- 01.01 Assess his/her learning style.
 - 01.02 Assess his/her occupational interest and aptitudes.
 - 01.03 Relate individual interest to specific occupational areas.
 - 01.04 Explore occupational careers and goals in various clusters.
 - 01.05 Establish educational and career goals.

BASIC SKILLS: MATHEMATICS

- 04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:
- 04.01 Change words to numbers.
 - 04.02 Identify place value.
 - 04.03 Demonstrate the ability to round numbers.
 - 04.04 Perform basic operations with whole numbers.
 - 04.05 Perform basic operations with common fractions.
 - 04.06 Perform basic operations with decimals.
 - 04.07 Identify mathematics symbols and geometric forms.
 - 04.08 Perform basic operations with percentages.
 - 04.09 Interpret basic charts, graphs and tables.
 - 04.10 Perform basic map reading techniques.
 - 04.11 Use conversion procedures in both standard and metric systems.
 - 04.12 Apply concepts of measurements.
 - 04.13 Perform basic operations with signed numbers.
 - 04.14 Demonstrate the ability to solve algebraic equations.
 - 04.15 Apply basic geometric concepts.
 - 04.16 Demonstrate problem-solving techniques.

ADVANCED MATH

- 12.0 DEMONSTRATE ADVANCED MATH SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in advanced math competencies is based on individual need and may include, but is not limited to the following. The student will be able to:
- 12.01 Apply principles of algebra to technically related problems.
 - 12.02 Apply principles of geometry/analytic geometry to technically related problems.
 - 12.03 Apply principles of trigonometry to technically related problems.
 - 12.04 Apply principles of calculus to technically related problems.
 - 12.05 Demonstrate ability to operate a scientific calculator.

Literacy Completion Point B - Vocational Preparatory, Reading

CAREER ASSESSMENT

- 01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

BASIC SKILLS: READING

- 02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

- 02.01 Identify synonyms.
- 02.02 Identify antonyms.
- 02.03 Identify homonyms.
- 02.04 Identify affixes.
- 02.05 Interpret the meaning of words in context.
- 02.06 Analyze passage details.
- 02.07 Interpret the feelings, motives, or traits of characters in a passage.
- 02.08 Identify the main idea.
- 02.09 Identify cause-and-effect relationships.
- 02.10 Interpret structural techniques of writing.
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction.

STUDY AND REFERENCE SKILLS

- 05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 05.01 Request oral and written directions.
- 05.02 Follow oral and written directions.
- 05.03 Identify and use a variety of resources and reference materials.
- 05.04 Interpret graphs, charts, diagrams, maps and tables.
- 05.05 Develop note taking skills.
- 05.06 Develop test taking skills.
- 05.07 Develop study skills.

COMPLEMENTARY SKILLS

- 07.0 DEMONSTRATE AWARENESS OF COMPLEMENTARY SKILLS--The instruction in complementary skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 07.01 Identify sources of community services agencies.
- 07.02 Demonstrate consumer awareness.
- 07.03 Identify principles of business organization and management.
- 07.04 Practice health maintenance skills.
- 07.05 Demonstrate knowledge of responsible citizenship.

- 07.06 Demonstrate a basic understanding of the governmental structure.
 - 07.07 Recognize fraudulent practices.
 - 07.08 Demonstrate cultural and environmental awareness.
- SCANS**

08.0 See section III.

BASIC COMPUTER LITERACY

- 09.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in basic computer literacy is based on individual need and may include, but is not limited to the following. The student will be able to:
- 09.01 Define computer terms.
 - 09.02 List practical applications of the computer in the workplace.
 - 09.03 Develop proficiency in keyboarding.
 - 09.04 Demonstrate an understanding of operating systems.
 - 09.05 Demonstrate an understanding of software applications.
 - 09.06 Develop Internet/network literacy

VESOL

- 13.0 DEMONSTRATE VESOL SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in VESOL literacy is based on individual need and may include, but is not limited to the following. The student will be able to:
- 13.1 Demonstrate proficiency in listening components of the English language.
 - 13.2 Demonstrate proficiency in oral components of the English language.
 - 13.3 Demonstrate proficiency in reading components of the English language.
 - 13.4 Demonstrate proficiency in writing components of the English language.
 - 13.5 Develop the ability to ask and respond to questions.
 - 13.6 Demonstrate ability to follow directions, both oral and written.
 - 13.7 Demonstrate an awareness of the diversity of cultures.
 - 13.8 Demonstrate knowledge of responsible citizenship.
 - 13.9 Demonstrate appropriate workplace behaviors.

Literacy Completion Point C - Vocational Preparatory, Language

CAREER ASSESSMENT

- 01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:
- 01.01 Assess his/her learning style.
 - 01.02 Assess his/her occupational interest and aptitudes.
 - 01.03 Relate individual interest to specific occupational areas.
 - 01.04 Explore occupational careers and goals in various clusters.
 - 01.05 Establish educational and career goals.

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 03.01 Demonstrate proper usage of punctuation.
- 03.02 Identify the correct use of capital letters.
- 03.03 Demonstrate proper usage of troublesome words.
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms.
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences.
- 03.06 Demonstrate the correct use of various sentence types.
- 03.07 Demonstrate the proper usage of adjectives and adverbs.
- 03.08 Demonstrate the proper usage of regular and irregular verbs.
- 03.09 Demonstrate the ability to spell words correctly.
- 03.10 Demonstrate the proper use of other parts of speech.
- 03.11 Demonstrate appropriate word and syllable stress and intonation.
- 03.12 Demonstrate the use of multi-media communication tools.
- 03.13 Develop the ability to ask and respond to questions appropriately.
- 03.14 Distinguish between personal and professional language.
- 03.15 Demonstrate proper paragraph formation.